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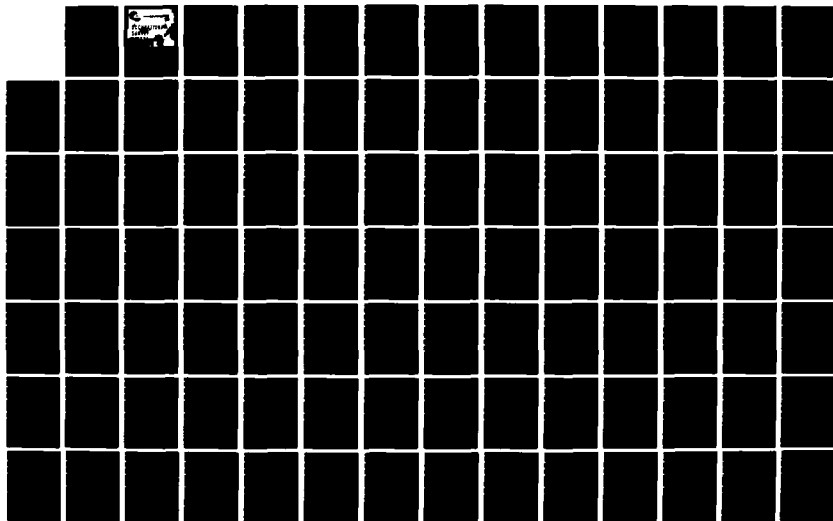
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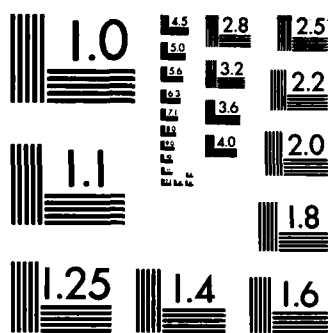
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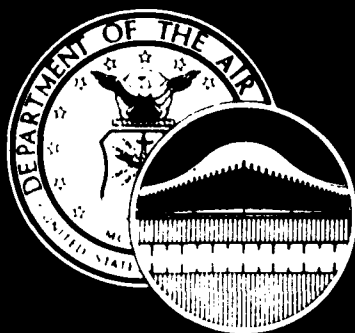




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UNITED STATES AIR FORCE

# OCCUPATIONAL SURVEY REPORT

EDUCATION AND TRAINING OFFICER  
UTILIZATION FIELD

AFSC 75XX

PT 99-75X-718

JANUARY 1986

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HQ ATC/TTST	2		1	
HQ ESC/TTGT	1		1	
HQ ESC/DPTE	2		2	
HQ MAC/DPAT	3		3	
HQ MAC/TTGT	1		1	
HQ PACAF/TTGT	1		1	
HQ PACAF/DPAT	3		3	
HQ SAC/DPAT	3		3	
HQ SAC/TTGT	1		1	
HQ TAC/DPAT	3		3	
HQ TAC/TTGT	1		1	
HQ USAF/MPPTS	1		1	
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3330 TCHTW/TTGX (CHANUTE AFB IL)	6	1h	6h	2
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3400 TCHTW/TTS (LOWRY AFB CO)	1		1	
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3700 TCHTW/TTS (SHEPPARD AFB TX)	1		1	

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## PREFACE

→ This report presents the results of a detailed Air Force occupational survey of the Education and Training Utilization Field (AFS 752X and 751X). Authority for conducting occupational surveys is contained in AFR 35-2. Computer products from which this report was produced are available for use by operating and training officials. → to p. IV

The survey instrument was developed by Captain Anita K. Springer, Occupational Analyst, and computer programming support was furnished by Ms Becky Hernandez. Captains Larry E. Letcher and Anita K. Springer, Occupational Analysts, analyzed the data and wrote the final report. Administrative support was provided by Ms Anita R. Carter. This report has been reviewed and approved.

Copies of this report are distributed to Air Staff sections, major commands, and other interested training and management personnel (see DISTRIBUTION on page i). ~~Additional copies are available upon request to the USAF Occupational Measurement Center, Attention: Chief, Occupational Analysis Division (OMY), Randolph AFB, Texas 78150-5000.~~

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## SUMMARY OF RESULTS

1. Purpose of Survey: The purpose of this study was to provide information to support possible improvements which could be made for the Education and Training Career Field. Additionally, the study was requested to aid in officer research technology.
2. Survey Coverage: Survey results were based on the responses of 470 Education and Training officers (78 percent of all eligible 75XX officers).
3. Specialty Jobs: Ten major jobs were identified in this study. These jobs were well defined and a good deal of diversity among jobs was evident.
4. Career Ladder Progression: Limited career progression was apparent, as evidenced by small differences between the Education Training Officers (752X) and Staff Officers (751X) regarding time spent performing duties. Additionally, this trend was the same in the time in career field analysis and pay-grade analysis in that as experience and grade increased the jobs changed very little.
5. AFR 36-1 Specialty Descriptions: Generally, the data support the AFR 36-1 job description for the 752X and 751X officers; however, the jobs performed by respondents are described in broad terms. The specialty descriptions fail to capture the diversity of jobs performed by personnel within each specialty. In the 752X specialty description, more emphasis should be placed on instructor functions, recruiting and admissions functions, and curriculum development. Increased emphasis should be given to counseling and recruiting functions in the 751X specialty description.
6. Training Analysis: Since no formal technical training exists for 75XX officers, the data were analyzed in terms of assessing which tasks should be emphasized if a formal training course were developed. The data indicate curriculum development and general command, staff, and administrative tasks should be considered. Career field managers must decide if a formal training course is justified based upon the available data and other management considerations.
7. Implications: Stifled career progression and low experience levels are indicators of problems within this career field. Until changes occur which will improve these areas, the situation will remain unchanged. A Utilization and Training workshop should be held to review the available data pertaining to classification and training, with a view toward considering whether a formal course is appropriate.

OCCUPATIONAL SURVEY REPORT  
EDUCATION AND TRAINING OFFICERS UTILIZATION FIELD  
(AFS 75XX)

INTRODUCTION

Background on the Survey

The 75XX study is part of a Broad Area Review (BAR) conducted by HQ USAF/MPPT. The purpose of the BAR is to determine what improvements need to be made for the Education and Training Officer specialty. Concerns of the utilization field include limited career progression, conversion of military education and training positions to civilian slots, assignment of crossflows into the field, no formal training for field members, diverse assignments within the field, and low experience level within the field. The Training Management survey completed by OMC in January 1984, coupled with this study of the Education and Training Officer specialty, will provide data which can be used in making classification, training, and personnel management decisions for the 75XX utilization field. The Training Management report gives a picture of the performance of training management tasks across the full spectrum of military and civilian career fields. The Education and Training Officer survey provides a description of the tasks assigned to officers holding the Air Force specialty specifically created for education and training management functions. Additionally, the 75XX survey provides data which may be used to develop a formal training program for Education and Training Officers. This occupational study was one of the projects initiated in response to a request by the Air Force Human Resources Laboratory (AFHRL) for task lists from several officer specialties (27XX, 55XX, 67XX, and 75XX) to be used in research on officer survey technology.

Background on the Utilization Field

Table 1 shows the history of the education and training specialties. The 75XX utilization field originated in 1954 as three AFSs; namely, Education and Training Staff Officer (AFS 751X), Education Specialist (AFS 752X), and Instructor (AFS 753X). In 1960, AFS 752X was renamed Education and Training Officer. In 1970, AFS 753X became the Special Duty Identifier (SDI) 0904 (Instructor), which was redesignated SDI 0940 in 1974.

Responsibilities of the 75XX officers include planning and establishing education and training programs, inspecting and evaluating education and training programs, directing and coordinating education and training activities, and developing instructional systems. Management of flying training activities is not included in the 75XX utilization field. Pure instructor positions in Air University schools, ROTC, USAFA, and OTS are also excluded from the field. These positions are identified by SDI 0940 if there is no

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other AFSC appropriate for the position. For example, a behavioral science instructor at the USAFA holds a 2675 (Behavioral Scientist) AFSC, while an English instructor holds the 0940 SDI. Duty of instructors other than those mentioned above (e.g., technical school instructors, flying training instructors, etc.) is identified by the AFSC appropriate to the subject being taught, prefixed by the letter T.

Completion of a formal training program is not required for entry into the 75XX utilization field. There are several education and training-related courses which may enhance a 75XX officer's knowledge and skills. The Extension Course Institute offers Course 7515, Instructional Systems Development for Training Managers. Also, a 75XX officer may attend Course 3AZR75133-000, a 4-week self-paced course entitled "Instructional Systems Design," which is given at the Sheppard Technical Training Center. Still another opportunity open to the Education and Training Officer is Academic Instructor School (AIS) which involves 5½ weeks of coursework at Maxwell AFB. Although AIS is primarily geared toward the needs of new instructors, rather than training managers or instructional systems developers, it includes a 10-hour laboratory block where the 75XX officer may select an instructional systems development (ISD) track.

TABLE 1

HISTORY OF EDUCATION AND TRAINING FIELD

1954	Education & Training Staff Officer (751X)	Education Specialist (752X)	Instructor (753X)
1960		Education & Training Officer (752X)	
1970			Instructor (0904)
1974			Instructor (0940)
1985			

## SURVEY METHODOLOGY

### Inventory Development

The data collection instrument for this occupational survey was USAF Job Inventory AFPT 90-75X-748, dated September 1984. The job inventory consisted of two sections: (1) a background information section where survey participants gave general information about themselves and their jobs, and (2) a duty-task list section where respondents indicated the tasks they currently perform.

The task list consisted of 815 tasks grouped under 13 duty titles. The list was developed through interviews with more than 150 Education and Training Officers at 23 locations worldwide. Personnel interviewed at Wright-Patterson AFB provided typical 75XX tasks. On the other hand, personnel at Ramstein AB provided unique tasks characteristic to overseas locations (Dependent School Officer tasks). The tasks were validated at a workshop attended by 75XX officers representing the Air Staff and Air Force Manpower and Personnel Center (AFMPC), and the MAJCOMs. The data were collected between September and December 1984.

Questions in the background section of the job inventory asked for such information as job title, paygrade, MAJCOM, time in service, job satisfaction, previous work experience, and education. These questions were also reviewed by those who participated in the validation workshop.

### Survey Administration

Job inventory booklets were administered through Consolidated Base Personnel Offices (CBPO) at locations worldwide. The CBPOs were responsible for administering the inventory to 75XX personnel and returning the booklets to USAFOMC. The officers who participated in the survey were selected from a computer-generated mailing list obtained from the Air Force Human Resources Laboratory (AFHRL).

Each individual who completed a job inventory booklet first answered the background questions. The respondent then checked those tasks listed in the booklet which he or she performed, annotated any additional tasks performed, and rated each task checked on a 9-point scale showing relative time spent on the task as compared to all other tasks checked. The scale used was as follows:

<u>Rating</u>	<u>Time Spent</u>
1	Very small amount
2	Much below average
3	Below average
4	Slightly below average

5	About average
6	Slightly above average
7	Above average
8	Much above average
9	Very large amount

To determine relative time spent for each task checked by a respondent, all of an incumbent's ratings are assumed to account for 100 percent of his or her time spent on the job and are summed. Each task rating is then divided by the total task ratings and multiplied by 100 to provide a relative percentage of time for each task.

### Survey Population

To participate in the occupational survey of Education and Training Officers, personnel had to be assigned to their present duty position for at least 60 days; not programmed for PCS, retirement, or discharge for at least 90 days; and possess one of the 75XX duty AFSCs. From a total of 606 officers assigned to the Education and Training Officer utilization field, 573 were eligible to respond to the survey. Complete inventory booklets were received from 470 of the eligible personnel for a return rate of 82 percent, representing 78 percent of the utilization field strength.

Tables 2 and 3 compare the characteristics of the survey sample with the population characteristics of the utilization field. The survey sample is representative of the population across both paygrades and major commands. Thus, valid inferences can be drawn from the survey data.

TABLE 2

### COMMAND REPRESENTATION OF SURVEY RESPONDENTS

<u>COMMAND</u>	<u>PERCENT OF ASSIGNED (N=606)</u>	<u>PERCENT OF SAMPLE (N=470)</u>
USAFA	26	26
AU	25	22
ATC	25	25
AFELM	5	4
TAC	4	6
SAC	2	3
MAC	2	2
HQ USAF	2	3
USAFE	2	2
AFSC	2	2
OTHER	5	5

TABLE 3  
PAYGRADE REPRESENTATION OF SURVEY RESPONDENTS

<u>PAYGRADE</u>	<u>PERCENT OF ASSIGNED (N=606)</u>	<u>PERCENT OF SAMPLE (N=470)</u>
2LT	2	2
1LT	6	5
CAPT	36	35
MAJ	28	31
LT COL	20	19
COL	8	8

#### Data Processing and Analysis

Inventory data returned from the field were entered into the Air Force Human Resources Laboratory computer at Brooks AFB. An automated job clustering program was used to organize jobs into similar types of work. This hierarchical grouping program is a basic part of the Comprehensive Occupational Data Analysis Programs (CODAP) which are utilized for job analysis. Each individual job description in the sample was compared to every other job description in terms of the relative amount of time spent on each task in the job inventory. The result was a grouping of incumbents based on the performance of similar tasks and spending similar amounts of time on those tasks. Computer-generated job descriptions of each group were used to examine the structure of the field being studied in terms of what tasks people were actually performing.

#### Task Factor Administration

Training Emphasis (TE). Individuals completing TE booklets were asked to rate tasks on a 10-point scale (from no training required to extremely heavy training required). Training emphasis is a rating of tasks indicating where emphasis should be placed in structured training for personnel entering the field. Structured training is defined as training provided at resident technical schools, field training detachments (FTD), mobile training teams (MTT), formal OJT, or any other organized training method.

Table 4 compares the characteristics of the survey sample with the population characteristics of the utilization field in terms of representation of training emphasis raters.

Training emphasis data were independently collected from 70 experienced personnel. These personnel had a high interrater reliability (.94). Tasks high in training emphasis had ratings of 1.65 or higher, while the average rating was .79.

TABLE 4  
COMMAND REPRESENTATION OF TRAINING EMPHASIS RATERS

<u>COMMAND</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
ATC	25	31
USAFA	26	19
AU	25	16
TAC	4	8
AFELM	5	7
SAC	2	4
HQ USAF	2	4
USAFE	2	3
ANG SUP CEN	2	2
MAC	2	2
AFSC	2	1
AFISC	2	2
PACAF	1	1
	<u>100</u>	<u>100</u>

## JOB STRUCTURE ANALYSIS

### Introduction

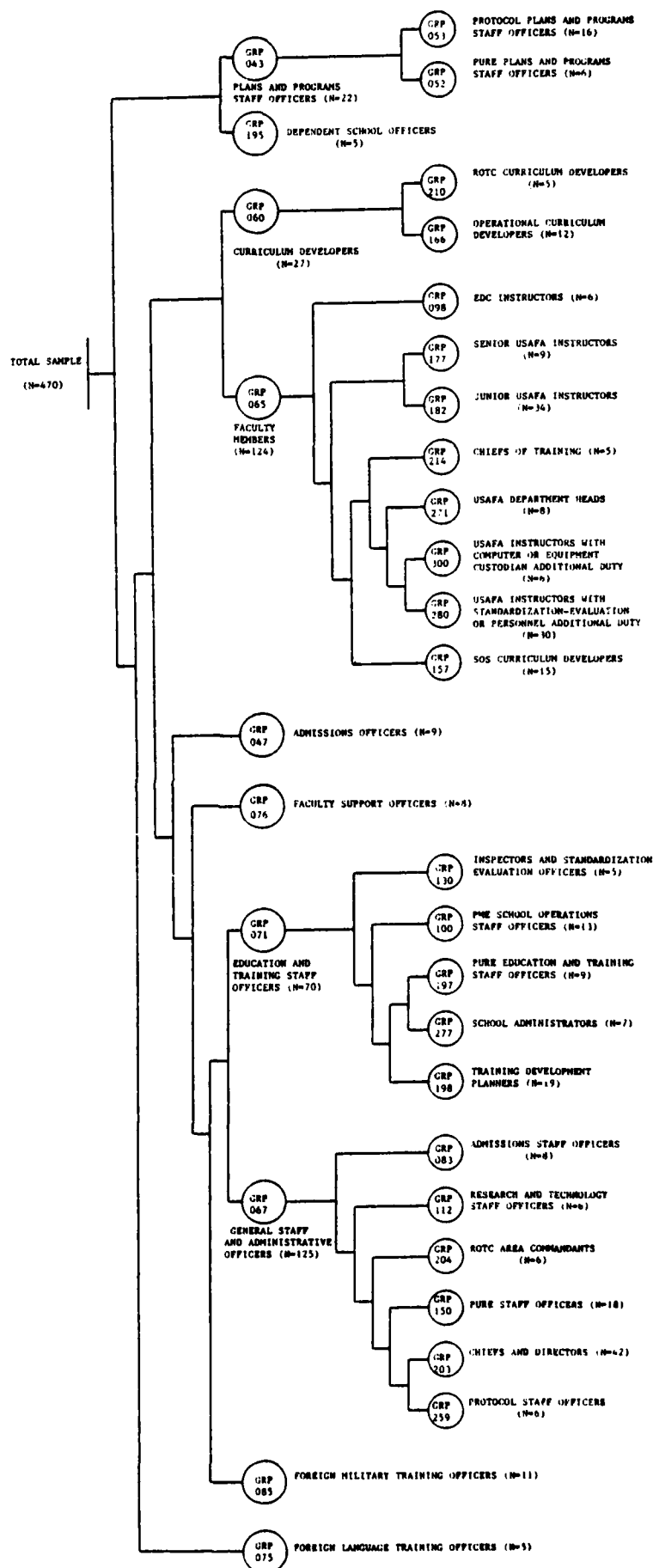
The diversity of jobs within a functional area can greatly impact on the Air Force's classification of tasks and responsibilities into AFSCs. It is also an important consideration in developing formal training programs. As a result, the data analysis described in this report begins with a discussion of the types of jobs found within the 75XX utilization field.

To identify Education and Training Officer job types, the job descriptions from individual survey respondents were compared to one another. Survey participants who performed similar tasks and spent similar amounts of time on the tasks were clustered into groups. This clustering process revealed 33 reportable groups of 75XX jobs. A reportable group consisted of at least five members whose jobs had a reasonable degree of overlap. Figure 1 shows the distribution of job groups identified across the total survey sample. These functional groups accounted for 85 percent of the survey respondents.

### Overview

As expected, the job structure analysis of the 75XX field revealed a wide variety of Education and Training Officer jobs. An indicator of this diversity of jobs was the limited number and type of tasks performed by substantial percentages of all survey respondents. Eleven tasks are performed by as much as two-thirds of the total sample. The 11 tasks are listed below:

FIGURE 1  
JSAK JOB STRUCTURE



- place or respond to telephone calls
- draft or write written correspondence,
  - such as letters, memos, or notes
- attend meetings, conferences, or workshops
- draft or write position, talking, or background papers
- review or approve correspondence, such as letters,
  - memos, or notes
- prepare briefings
- present briefings
- perform travel
- establish goals or milestones
- draft or write policy letters
- assign suspenses

These tasks appear to be applicable to any job and could be performed by an officer holding virtually any AFSC. None of these tasks relate specifically to education or training functions.

### Job Descriptions

This section of the narrative provides details about each of the jobs identified during the structure analysis. The information generally will be limited to a brief description of the individuals who make up the job and some of the tasks which illustrate the nature of the job. For the larger jobs, the discussion will also include further details about some noteworthy subgroups. Table 5 reflects the distribution of job time across duties. The reader may refer to this table to obtain a duty title when Duty "A", "B", and so on appear in the text. Table 7 displays selected background information.

FOREIGN LANGUAGE TRAINING OFFICERS (GRP075, (N=5). Members of this group account for 1 percent of the survey sample. These personnel range in rank from captain through major. More than three-quarters are assigned to other AF elements, while the remainder are assigned to ATC. The Foreign Language Officers spend one-third of their job time managing or counseling students, and nearly one-quarter of their time is devoted to general command, staff, and administrative functions. Representative tasks which reflect the types of work performed by these incumbents include:

- counsel students on training progress
- counsel students on academic problems
- counsel students prior to elimination from a training program
- examine student deficiency reports
- resolve administrative problems of students
- recommend personnel for elimination from a career field

Personnel in this job perform an average of 105 tasks.

FOREIGN MILITARY TRAINING OFFICERS (GRP85, N=11). Members of this group represent 2 percent of the survey sample. They range in rank from first lieutenant through major, with an average grade of captain. Forty-six percent of these officers are assigned to ATC, while the remainder are primarily assigned to TAC and other AF elements. The work performed by these officers involves coordinating with foreign countries on training matters and advising-assisting international students. Approximately one-third of their time is spent on general command, staff, and administrative functions. Examples of tasks performed by these respondents include:

- advise Security Assistance Offices (SAO)
- obtain education and training requirements from foreign countries
- evaluate or approve country training programs
- respond to inquiries concerning course applicability to foreign countries
- review or approve letters of offer and acceptance (LOA) containing training
- review or approve training plans for international students

These officers perform an average of 125 tasks.

GENERAL STAFF AND ADMINISTRATIVE OFFICERS (GRP067, N=125). The General Staff and Administrative Officers account for 27 percent of the survey sample. About half of the members of this group are assigned to Air Force, MAJCOM, or other headquarters. Others are assigned to places such as the USAFA, PME schools, technical training centers, operational training squadrons, AFIT, AFROTC, ECI, DLI, AFHRL, and the USAF Honor Guard. ATC and AU claim over half of the General Staff and Administrative Officers.

The work performed by members of the general staff and administrative group consists primarily of general command, staff, and administrative functions. Some members also spend a noteworthy amount of time on supervisory functions. Over three-quarters of the general staff and administrative officers report they supervise at least one person. The following are examples of tasks characteristic of this group:

- interpret regulations or policies for subordinates or subordinate units
- coordinate with higher headquarters on policies, procedures, or publications
- escort distinguished visitors
- develop or draft budgets, budget estimates, or budget submissions
- make arrangements for temporary duty (TDY)
- draft or write messages for electrical transmission
- conduct conferences or workshops
- compile or evaluate information for staff studies
- prepare agendas

On the average, members of this group perform 92 tasks.

Among the General Staff and Administrative officers are several subgroups worth discussing separately (see Figure 1 for distribution of these subgroups across the total group). Although members of all these subgroups perform jobs of a general staff and administrative nature, there are some variations in tasks performed and background characteristics among the subgroups. The following paragraphs give more specific details about these sectors of the general staff and administrative functional group.

The largest subgroup, labeled CHIEFS AND DIRECTORS (GRP203, N=42), is primarily composed of lieutenant colonels and colonels. Like the general staff and administrative group, as a whole, members of the Chiefs and Directors subgroup represent a variety of organizations. This subgroup's distribution of job time across duties is basically the same as that of the total group. A larger proportion (95 percent) of this more senior subgroup of respondents supervise others. The following are examples of tasks more characteristic of the Chiefs and Directors than other subsets of the General Staff and Administrative cluster:

- review or approve travel requests
- review or evaluate budget expenditures
- screen personnel records of prospective staff members
- counsel staff members on their performance
- review or approve responses to suggestions
- write civilian job descriptions
- evaluate prospective staff members
- participate as member of boards other than faculty or selection boards

As these examples illustrate, the tasks distinguishing this subgroup from others are tasks one would expect more senior officers to perform.

The second largest subset of General Staff and Administrative officers consists of individuals who are PURE STAFF OFFICERS, (GRP150, N=18). More than three-quarters of these personnel are Air Staff or MAJCOM headquarters personnel. Although these respondents range from captains to colonels, the majority are captains and majors. The Pure Staff Officers spend three-quarters of their time on Duty A (Performing General Command, Staff, and Administrative Functions) and a negligible amount of time on Duty B (Performing Supervisory Functions). Very few of them supervise anyone. Tasks illustrating the headquarters staff nature of the job of these respondents include:

- prepare trip books
- draft or write replies to evaluation or inspection reports, such as Operational Readiness Inspection (ORI) or Management Effectiveness Inspection (MEI)

- operate computer equipment
- draft or write messages for electrical transmission
- design forms
- advise functional managers
- draft responses to Congressional or White House inquiries

The ADMISSIONS STAFF OFFICER (GRP083, N=8) subgroup contains eight General Staff and Administrative Officers. Four of the eight are assigned to HQ AFROTC. The others are assigned to the USAFA, AFIT, HQ USAF, and HQ AFIS (Air Force Intelligence Service). The subgroup includes lieutenants through colonels, but over half were captains and majors. As was typical of General Staff and Administrative Officers, the Admissions Staff Officers spend the largest amount of their job time on Duty A. These individuals, however, devote the second largest portion of job time (more than one-fifth) to Duty E, Performing Recruiting and Admissions Functions. The following are examples of tasks performed by members of this subgroup and not performed by members of other General Staff and Administrative subgroups:

- review records to be brought before selection boards
- respond to inquiries concerning application procedures
- develop or revise application procedures
- respond to inquiries concerning entrance requirements
- notify applicants of their selection or nonselection
- respond to inquiries concerning the status of prospective students' applications
- conduct selection boards
- advise applicants on ways to become more competitive for selection
- review documentations of completion of education, training, or achievements
- analyze or review attrition statistics

These tasks account for 10 percent of the Admissions Staff Officers' job time.

The PROTOCOL STAFF OFFICERS (GRP259, N=6) subgroup accounts for six members of the General Staff Administrative group. These respondents are the most junior subset of the cluster; the subgroup was evenly split among lieutenants, captains, and majors. All subgroup members are assigned to different organizations: HQ ATC, HQ AU, USAFA, HQ AFSC, ECI, and 432 TFW, Misawa AB. Protocol Staff Officers spend three-quarters of their job time on Duty A and perform fewer tasks (76) than members of any other General Staff and Administrative subgroup. Tasks distinguishing the Protocol Staff Officers from other subgroups include the following:

- schedule rooms or facilities
- assign escorts
- review or approve status of work orders on facilities or equipment

- arrange tours
- arrange social functions
- review or approve speeches
- acquire items for displays

A unique aspect of this subgroup's job is that none of its members perform temporary duty (TDY).

RESEARCH AND TECHNOLOGY STAFF OFFICERS (GRP112, N=6). This subgroup consists of five majors and one lieutenant colonel. All these respondents represent different organizations; namely, HQ ATC, HQ AU, USAFA, AFHRL, Defense Language Institute, and the Air Force Satellite Control Facility. The average number of tasks (137) performed by the Research and Technology Staff Officers is the largest of all the General Staff and Administrative subgroups. Distribution of job time across duties is comparable to that of the total group as a whole. Tasks most characteristic of the subgroup, however, concerned the development, evaluation, and procurement of new instructional equipment and technology. The following are examples of tasks distinguishing the Research and Technology Staff Officers from other General Staff and Administrative subgroups:

- evaluate state-of-the-art instructional technology
- evaluate computer software
- design or develop plans for training devices
- arrange to lease or borrow computer software or hardware
- survey existing software packages
- draft or write plans or proposals for automated data processing systems
- evaluate computer hardware
- determine or recommend milestones for training development projects
- write specifications for computer hardware

The tasks listed above account for 10 percent of the Research and Technology Staff Officers' job time.

The final subgroup within the General Staff and Administrative Officers group, ROTC AREA COMMANDANTS (GRP204, N=6), consists of three Area Commandants and three Deputy Area Commandants. These individuals are all lieutenant colonels and colonels. They are responsible for monitoring the activities of ROTC detachments in their geographical area. As was the case with all the other General Staff and Administrative subgroups, general command, staff, and administrative functions occupied the largest proportion of the Area Commandants' job time. The duty claiming the second largest amount of job time for this subgroup is Duty L, Inspecting and Evaluating Education and Training Programs and Support Activities. The time spent on supervisory tasks is similar to that of the General Staff and Administrative Officers as a whole. The following are examples of tasks which are not performed by the

other General Staff and Administrative subgroups, but are part of this subgroup's job description:

- evaluate student administration
- evaluate management of precommissioning education
- visit students at geographically-separated locations
- report results of field visits
- evaluate self-inspection programs
- review instructor evaluations
- review documentation for disenrolling students
- monitor weight or physical fitness programs
- review or approve requests to deviate from standard student uniform wear
- review or approve requests for scholarship retention
- review or approve waivers for civil involvement
- review or approve recruiting events
- review or approve promotional items

EDUCATION AND TRAINING STAFF OFFICERS (GRP071, N=70). The Education and Training Staff Officers represent 15 percent of the survey sample. As in the case with the General Command and Staff Officers, personnel in this group represent a variety of organizations, such as PME schools, USAFA, technical training centers, USAFOMC, Educational Development Center (EDC), and MAJCOM headquarters. Two-thirds are part of ATC or AU.

The Education and Training Staff Officers perform an average of 185 tasks (approximately twice the number performed by the General Staff and Administrative Officers). The work performed by this group is a combination of tasks characteristic of the General Staff and Administrative Officers, plus other tasks more specifically related to the field of education and training. Duty A accounts for the largest percentage of the Education and Training Staff Officers' job time, while the Evaluating and Inspecting duty occupied the second greatest proportion of time. Over four-fifths said they supervise others. The following tasks, in addition to those mentioned in the discussion of General Staff and Administrative Officers, are typical of the jobs performed by this functional group:

- recommend changes to course content
- evaluate instruction
- advise instructors
- evaluate problems identified in course, area, curriculum, or area reviews
- evaluate curriculum
- evaluate hiring or development of faculty
- advise senior officers with respect to education and training issues
- develop in-house training programs for staff
- attend student functions (mixers, picnics, athletic events, etc.)

The largest subgroup of Education and Training Staff Officers are called TRAINING DEVELOPMENT PLANNERS (GRP198, N=19). The majority of the members within this job are lieutenant colonels and colonels. These respondents report duty titles such as Chief, Technical and Media Department, or Chief of Operations. Their assigned positions range from wing to headquarters level. Incumbents within this job spend more than one-third of their relative job time performing General, Command, Staff, and Administrative functions. Representative tasks performed by these personnel include:

- evaluate purpose and philosophy of education and training programs
- ensure compliance with self-inspection guidelines
- evaluate curriculum
- determine feasibility of having in-house education or training programs
- review or approve curricula plans
- review training proposals
- determine or recommend milestones for training development projects
- determine budgeting priorities

The flavor of jobs performed by Education and Training Staff Officers varies in terms of involvement with student and school management. For example, the nine members of a subgroup labeled PURE EDUCATION AND TRAINING STAFF OFFICERS (GRP197, N=9) spend 41 percent of their job time performing general command, staff, and administrative tasks, and a negligible amount of time in student-contact activities, such as instructing or counseling. Over half of these individuals are assigned to MAJCOM or other headquarters-level jobs. Examples of tasks which typify their work include:

- prepare trip books
- arrange receptions
- schedule rooms or facilities
- perform staff assistance visits
- arrange to lease or borrow computer software or hardware
- draft or write contingency or operations plans
- request training aids or mock-ups
- conduct primary research, such as interviews or surveys
- request services of audiovisual personnel
- determine logistical feasibility of proposed training programs
- develop or draft inputs to curriculum plans
- analyze inspection or standardization-evaluation reports

At the other end of the spectrum is a subgroup of SOS and ACSC staff members, PME SCHOOL OPERATIONS STAFF OFFICERS (GRP100, N=13), mostly wing

chiefs and directors of operations. These 13 individuals spend only 27 percent of their job time on Duty A. Over half indicate they instruct students. The following are examples of tasks characteristic of their job:

- evaluate students' interpersonal relations
- officiate at athletic events
- familiarize oneself with cultures of international students
- evaluate effectiveness of student seminar leaders
- document counseling sessions with students
- respond to complaints or inquiries concerning student morale, welfare, or health issues
- resolve student complaints of facilities
- advise student staff
- evaluate consistency in grading practices
- conduct preliminary investigation of honor violations
- conduct surveys of instructors to identify prospective instructors in the graduating class

Another factor which resulted in job differences within the Education and Training Staff Officers functional group is the number of tasks performed. The subgroup of five INSPECTORS AND STANDARDIZATION-EVALUATION OFFICERS (GRP130, N=5) perform a very narrow job consisting of 125 tasks on the average. Examples of tasks performed by this group include:

- develop inspection or evaluation programs
- schedule evaluations or inspections
- evaluate adequacy of education or training facilities or equipment
- evaluate quality of test materials
- monitor follow-up actions on deficiencies revealed by inspections or staff assistance visits
- review or evaluate responses to TQRs
- evaluate compliance with safety standards
- train training evaluators
- advise training managers

A subgroup of seven SCHOOL ADMINISTRATORS (GRP277, N=7) perform the broadest range of tasks (279 on the average) of all the Education and Training Staff Officers. These individuals perform tasks such as the following:

- administer discipline to students
- approve elimination or disenrollment of students
- respond to inquiries concerning training facilities
- review or approve plans for new facilities or renovation of existing facilities
- review or approve facilities for field exercises or training
- respond to inquiries from national or local media

- analyze or review attrition statistics
- evaluate student administration
- recommend actions to take concerning student misconduct
- evaluate management of military training
- compare results of critiques among courses or sections
- present awards at student functions
- review or approve requests for authorized absences or nonparticipation
- visit hospitalized or confined students
- recommend changes to instructional aids
- forecast required maintenance support
- resolve facility scheduling conflicts
- prepare documentation to eliminate students
- brief guest lecturers
- review enrollment or disenrollment reports

Overall, members of the Education and Training Staff Officer functional group are more senior than the General Staff and Administrative Officers. They range in grade from captains to colonels, with over half being majors or lieutenant colonels. The most junior subset of Education and Training Staff Officers is the Pure Education and Training Staff Officers, who are nearly all captains and majors. The most senior subgroup is the School Administrators, who are majors through colonels with 43 percent being colonels.

FACULTY SUPPORT OFFICERS (GRP076, N=8). Respondents within this group represent 2 percent of the survey sample. They range in grade from captain through major. Three-quarters of the personnel are assigned to AU. Others are assigned to the USAFA or other AF elements.

These incumbents' job is preparatory in nature, entailing constructing training materials. Half of their job time involves performing general command, staff, and administrative functions, while one-fifth is spent on Education and Training functions. Representative tasks performed by members of this group include:

- make on-the-spot corrections of students
- draft or write speeches
- request word processing support
- compile or evaluate information for staff studies
- construct visual aids
- conduct seminars or guided discussions

On the average, members of this group perform 85 tasks.

ADMISSIONS OFFICERS (GRP047, N=9). The Admissions Officers represent 2 percent of the survey sample. More than 75 percent of these respondents are assigned to AU or the USAFA; the remainder are assigned to ATC and AFSC. While officers in this group range in rank from captain through colonel, the majority are majors. The work performed by members of this job centers

on advising students and monitoring contracts and facilities. While nearly one-third of the incumbents' job time is devoted to general command, staff, and administrative functions, a substantial amount of time is also spent on recruiting and admissions functions. Tasks representative of the work performed by the Admissions Officers include:

- advise applicants on ways to become more competitive for selection
- evaluate products of contracted agencies
- advise prospective students on course offerings
- recruit applicants or students
- advise students on degree programs to pursue
- evaluate contracts

Members of this job perform more tasks (357) on the average than any group in the job structure.

FACULTY MEMBERS (GRPO65, N=124). Twenty-six percent of the survey participants are Faculty Members. Seventy-one percent of the Faculty Members are assigned to USAFA. Most of the others are from SOS or Academic Instructor School (AIS).

The job of a Faculty Member focuses primarily on the development of instructional and testing materials and the instruction and management of students. Developing Courses, Curriculum, or Course Documents (Duty G), Conducting Education or Training (Duty J), and Managing Students and Counseling (Duty K) together occupies 45 percent of the Faculty Members' job time, while Duty A consumes only 20 percent of their time. They perform an average of 161 tasks, which is more than the number performed by the General Staff and Administrative Officers, but fewer than the number performed by the Education and Training Staff Officers. The following tasks illustrate the nature of the Faculty Members' work:

- make on-the-spot corrections of students
- conduct lecture instruction
- counsel students on study habits or techniques
- evaluate students on performance tests or measurements
- document counseling sessions with students
- evaluate students' military behavior
- develop handouts
- develop instructional aids
- develop or modify lesson aids
- develop blocks, phases, or modules of instruction
- determine method presentation

Number of tasks performed is one of the biggest distinguishing factors among Faculty Member jobs. Two main types of USAFA Faculty Members are identified: those who perform a large number of tasks (231, on the average) and those who do not perform as many tasks (an average of 108). (Additional

duties seem to account for most of the extra tasks performed by the first category.) USAFA Faculty Members in the latter category could be further divided into two subgroups: JUNIOR USAFA FACULTY INSTRUCTORS (GRP182, N=34) and SENIOR USAFA INSTRUCTORS (GRP177, N=9). The junior subgroup consists of 23 captains and 11 majors, while the senior subgroup is composed of 2 majors and 7 lieutenant colonels. The main difference in jobs performed by the two subgroups is the fact members of the senior subgroup are more involved in research and evaluation functions (Duties D & L). In addition, all Senior USAFA Faculty Members report supervising others, while about one-fifth of the Junior USAFA Faculty Members state they supervise. The following tasks typify Junior Faculty Members:

- take class attendance
- post grades
- calculate course grades
- advise students on selection of academic major
- advise students on course selection
- advise students concerning alterations to their education plans
- conduct tutoring instruction
- evaluate students' suitability for commissioning

The following tasks are more commonly performed by the Senior USAFA Instructors:

- conduct secondary research, such as literature reviews
- write or indorse officer effectiveness reports
- counsel staff members on their performance
- review or approve technical reports or papers
- evaluate grading standards
- conduct primary research, such as interviews or surveys
- act as consultant in academic subject area
- conduct orientation programs for new staff
- evaluate consistency in grading practices
- evaluate instruction
- draft or write professional articles

There are three subgroups of USAFA instructors who perform more than twice the number of tasks performed by the Senior and Junior USAFA Instructor subgroups. One of these subgroups, USAFA INSTRUCTORS WITH STANDARDIZATION-EVALUATION OR PERSONNEL ADDITIONAL DUTY (GRP280, N=30), consists of instructors who hold positions within their respective departments or divisions which involve acquiring and training new staff members, and evaluating and standardizing courses. Curriculum Coordinator and Chief, Curriculum/Evaluation are examples of job titles reported by these personnel. There are no job titles reported which suggest performance of personnel officer additional duties, but tasks of this nature are clearly a part of this subgroup's job description. Half the members of this subgroup are majors; the others are company grade

officers. The following are tasks distinguishing this subgroup from other Faculty Member subgroups:

- evaluate instructors in grading subjective tests or measurements
- review or approve staff to be hired
- determine number of instructors needed
- screen personnel records of prospective staff members
- evaluate quality of test materials
- evaluate or approve curriculum plans
- assign instructors to duty positions
- advise prospective staff members on job openings
- assign apprentice staff members to experienced staff members
- evaluate instruction
- review instructor evaluations
- evaluate or approve study guides
- evaluate grading standards
- evaluate or approve instructional aids

Another small subgroup titled USAFA INSTRUCTORS WITH COMPUTER OR EQUIPMENT CUSTODIAN ADDITIONAL DUTY (GRP300, N=6) is actively involved in the evaluation, procurement, and upkeep of equipment, particularly computer equipment. Four of these individuals are captains and the other two are majors. Tasks characteristic of this subgroup include:

- draft or write budget guidelines
- develop plans for new facilities or renovation of existing facilities
- survey available training equipment
- arrange for the storage of furniture or other items
- request repair of equipment
- forecast required maintenance support
- develop computer-assisted instruction
- draft or write data automation requirements (DAR) programmed automation requirements (PAR)
- evaluate computer software
- survey existing software packages
- arrange to lease or borrow computer software or hardware
- survey existing educational technology
- evaluate computer hardware
- operate computer equipment

The final subgroup of USAFA instructors to be discussed is the USAFA DEPARTMENT HEADS (GRP271, N=8). Interestingly enough, this subgroup consists almost entirely of department heads or division chiefs; however, there are other survey respondents who also report such job titles but are not part of this subgroup. The majority of this subgroup's members are lieutenant

colonels, the others are majors and colonels. Tasks distinguishing this subgroup from the other Faculty Members are primarily supervisory in nature. The following are examples of these tasks:

- review or approve staff study reports
- review or approve travel requests
- draft or write justifications for manpower authorization adjustments
- review papers to be presented at conferences
- write or indorse officer effectiveness reports
- evaluate hiring or development of faculty
- review or evaluate budget expenditures
- investigate unit internal grievances
- conduct curriculum or program reviews
- develop organizational charts or structures
- review instructor evaluations
- review or approve class cancellations
- participate as member of selection boards
- identify research requirements

There are three Faculty Member subgroups which consist of faculty other than USAFA instructors. Differences in jobs performed by non-USAFA Faculty Members are primarily a function of emphasis on instructing tasks. Members of one subgroup, EDC INSTRUCTORS (GRP098, (N=6)), spend more than one-quarter of their time on Duty J (Conducting Education and Training) and 15 percent of their time on Duty G (Developing Courses, Curriculum, or Course Documents). This subgroup consists of four captains, a major, and a lieutenant. As the following example tasks illustrate, instructing is the main emphasis of this subgroup's work:

- conduct demonstration-performance instruction
- maintain student record of training (e.g., ATC Form 153)
- administer performance tests or measurements
- conduct case study or simulated situation instruction
- conduct seminar or guided discussion instruction
- familiarize oneself with cultures of international students
- conduct lecture instruction
- operate audiovisual equipment or media
- validate courses
- document students' progress

On the other hand, the job description of CHIEFS OF TRAINING (GRP214, (N=5)) subgroup emphasizes inspecting and evaluating (Duty I) and curriculum development (Duty G) rather than instructing (Duty J). The Chiefs of Training are responsible for instruction at a variety of locations; namely, EDC, International Officer School, 552 AWAC Division, Tinker AFB, USAFA, and 3428 TCHTS, Offutt AFB. These tasks are characteristic of their work:

- evaluate curriculum
- evaluate instruction
- analyze or review results of student critiques,
  - such as end-of-course or end-of-lecture critiques
- train instructors in methods and techniques
- develop or draft inputs to curriculum plans
- conduct needs assessment discussions or meetings
- standardize course instruction
- certify instructors
- conduct seminar or guided discussion instruction

The third subgroup of non-USAFA Faculty Members is the SOS CURRICULUM DEVELOPERS (GRP157, N=15). These curriculum developers are part of the Faculty Members functional group, rather than the Curriculum Developers group (yet to be discussed), because of their involvement with the students. At Squadron Officer School, staff members serve as assistant section commanders and, in this capacity, are involved in some instruction and counseling. The following are examples of tasks distinguishing the SOS Developers from the other Faculty Members:

- officiate at athletic events
- evaluate presentations by guest lecturers
- draft or write speeches
- obtain copyright releases
- plan audiovisual productions
- develop or modify textbooks
- evaluate or approve student coursebooks or workbooks
- evaluate or approve student handbooks
- evaluate problems identified in course, area,
  - curriculum, or program reviews
- adjust curriculum to resolve logistical or scheduling problems
- develop instructor reference lists

The majority of the members of this subgroup were captains.

CURRICULUM DEVELOPERS (GRP060, N=27). The Curriculum Developers accounted for 6 percent of the survey sample. Approximately two-thirds of these respondents were assigned to TAC and ATC, while 15 percent were assigned to SAC. Others were assigned to the USAFA, AU, and Space Command. This group of Curriculum Developers differs from the Curriculum Developers within the Faculty Members group since they are less involved with students. Personnel in this group spent a relatively large portion of their job time (one-third) performing general command, staff, and administrative functions, while 27 percent of their job time entailed developing courses, curriculum, or course documents. These incumbents ranged in rank from second lieutenant through lieutenant colonel, while the average rank was captain. The following tasks represent the jobs performed by these respondents:

- develop or modify lesson plans
- develop objectives, samples of behavior, or educational goals
- develop or modify student coursebooks or workbooks
- evaluate or approve lesson plans or modifications to lesson plans
- act as education or training consultant
- develop or draft inputs to curriculum plans

Members within this job perform an average of 122 tasks.

The two subgroups of curriculum developers vary as a function of where duty is performed. The OPERATIONAL CURRICULUM DEVELOPERS (GRP166, N=12) are assigned to operational bases, such as Carswell, Beale, and Kirtland. Their job focuses primarily on curriculum development pertaining to technical functions on aircraft or related systems. These incumbents vary widely in terms of rank, ranging from second lieutenant through colonel.

The second subgroup, ROTC CURRICULUM DEVELOPERS (GRP210, N=5), consists of five personnel who work at HQ AFROTC, Maxwell AFB. This group performs curriculum development functions pertaining to management-leadership and historical areas. Incumbents in this group are junior to the operational subgroup, ranging in rank from second lieutenant through major.

DEPENDENT SCHOOL OFFICERS (GRP195, N=5). Members of this group represent 1 percent of the survey sample. They range in rank from first lieutenant through captain, and all are assigned in USAFE. The majority of their job time is spent on general command, staff, and administrative functions, with the remaining time devoted to administering education or training and acquiring and maintaining equipment, facilities, or media. Tasks representative of the jobs performed by these incumbents include:

- determine budgeting priorities
- develop or draft budgets, budget estimates, or budget submissions
- develop bus rules for dependent school students
- evaluate products of contracted agencies
- inform parents of locations of dependent school bus stops
- forecast required maintenance support

On the average these personnel perform 87 tasks.

PLANS AND PROGRAMS STAFF OFFICERS (GRP043, N=22). Plans and Programs Staff Officers account for 3 percent of the survey sample. More than 50 percent of these respondents are assigned to ATC, while 18 percent are assigned to AU. Others are assigned to the USAFA, AFMPC, and SAC. More than three-quarters of their job time is devoted to general command, staff, and administrative functions. In fact, these respondents spend more relative job

time on command and staff functions than the General Staff and Administrative Officers discussed previously. This group is labeled Plans and Programs Staff Officers based on their job titles. This job consists of officers in grades second lieutenant through lieutenant colonel (the average is captain). Tasks which are typical of the work performed by these respondents include:

- coordinate with higher headquarters on policies,  
procedures, or publications
- prioritize suspenses
- draft or write directives, such as OI, regulations,  
supplements to regulations or pamphlets
- draft or write policy letters

Respondents in this group perform fewer tasks (10) than any group in the job structure.

There are two subgroups of Plans and Programs Staff Officers. The PURE PLANS AND PROGRAMS STAFF OFFICERS (GRP052, (N=6)) report such job titles as Chief, Readiness Division, Long Range Planner, and Plans-Evaluation Officer. Two-thirds of these incumbents are captains, while the remainder are field grade officers. The major criteria distinguishing this subgroup is the type of tasks performed. Although the major group of respondents discussed previously report their job titles as Plans and Programs Staff Officers, their job is not Plans and Programs-oriented. On the other hand, this subgroup consists of personnel who are doing plans and programs functions. Representative tasks include:

- activate operations or contingency plans
- plan contingency exercises
- draft or write contingency or operations plans
- develop work methods or procedures
- draft or write staff study reports
- review or approve replies to evaluation or  
inspection reports

The second subgroup, PROTOCOL PLANS AND PROGRAMS STAFF OFFICERS (GRP053, (N=16)), is involved in protocol functions such as greeting VIPs. Examples of tasks performed by members of this group are:

- arrange social functions
- schedule appointments
- arrange for VIPs visits
- prepare agendas
- request vehicles

## COMPARISON OF SPECIALTY JCBS

The numerous jobs within the Education and Training career field, for the most part, are well defined. The general command, staff, and administrative tasks are the most consistent tasks across jobs. Furthermore, respondents devote more of their relative job time to these duties than any of the remaining duty areas (see Table 5). Generally, respondents within the more senior job groups in terms of paygrade spend less relative job time on general command, staff, and administrative tasks. This is contrary to what one would expect.

In addition to reviewing the functions of the jobs within a specialty, a comparison was made between the job attitudes of personnel in the major job groups (see Table 6). Selected background data are illustrated in Table 7. Generally, the Education and Training Officers express favorable job attitudes.

More than three-quarters of the incumbents within the major jobs indicate their jobs are interesting.

Over three-quarters of the personnel across major job groups indicate their jobs utilize their talents well.

Most of the incumbents across jobs reveal their job utilizes their formal education quite well.

The majority of respondents within the major jobs indicate they are satisfied with the sense of accomplishment their jobs yield.

All major groups of jobs express relatively favorable inputs pertaining to career intentions, with most intending to remain until retirement.

The classification structure is diverse, with little overlap between jobs. Job satisfaction indicators are generally favorable, suggesting existing training and the manner in which this training relates to jobs is appropriate.

## SPECIALTY ANALYSIS

An analysis of specialty groups is accomplished to determine differences in tasks performed or background information, such as educational level and number of people supervised. One of the major reasons for this analysis is a comparison of the survey data with the AFR 36-1 descriptions.

Education and Training Officers - AFSC 752X. The survey sample included 196 respondents with a duty AFSC of 752X. The majority of these individuals (65 percent) is captains (see Table 8). The largest percentage of these officers is assigned to ATC (25 percent) followed by USAFA (24 percent) and AU (20 percent). Respondents average 3 years in the career field. Most of these

officers hold undergraduate degrees in Business (16 percent), Secondary Education (15 percent), or Psychology or History (10 percent each). Nearly one-quarter of the respondents hold a graduate degree in a business-related field. The Education and Training Officers perform an average of 104 tasks and directly supervise an average of 4 people.

A review of the computer-generated job description for the education and training officers indicated the largest percentage of their job time is spent performing command, staff, and administrative functions (see Table 9). Table 10 indicates the largest percentage of these personnel (27 percent) serve as faculty members. Representative tasks performed by these respondents include:

- place or respond to telephone calls
- draft or write position, talking, or background papers
- present briefings
- review or approve written correspondence, such as letters, memos, or notes
- prioritize suspenses
- visit subordinates in work areas

Some inconsistencies were noted during a comparison of the automated data-based job description with the AFR 36-1 summary of duties and responsibilities. The emphasis in the AFR 36-1 specialty description pertains to an observer-evaluator function, while the computer-generated job description reflects a collection of functions ranging from counseling students to research and advisory functions. The specialty description contains very little information on instructor functions; however, the job description contains numerous tasks related to this area. More specifically, functions within the computer-generated job description which are not within the specialty description include recruiting and admissions functions and developing courses. The computer-generated data indicates general agreement between the AFR 36-1 description and the survey findings, but the description in AFR 36-1 does not depict the diversity of jobs performed by Education and Training officers.

Education and Training Staff Officers - AFSC 751X. There were 274 respondents with a duty AFSC of 751X. Table 8 shows the majority of these personnel are major through colonel (42 percent are majors, 31 percent are lieutenant colonels and 14 percent are colonels). Twenty-eight percent of the respondents are assigned to the USAFA, 25 percent to ATC, and 23 percent to AU. These officers average 5 years in the career field. Over half of the respondents hold an undergraduate degree in Secondary Education (19 percent), History (15 percent), English (12 percent) or Mathematics (10 percent). The largest percentage holds graduate degrees in Business (20 percent), Education and Guidance, or Counseling (each with 14 percent). The respondents perform an average of 135 tasks and directly supervise an average of 6 personnel.

An examination of the computer-generated job description for the Education and Training Staff Officers indicate the majority of their job time is

devoted to general command, staff, and administrative functions (see Table 9). Consequently, the largest percentage (32 percent) of these individuals is general staff and administrative officers. The following tasks represent the type of jobs performed by respondents with a duty AFS of 751X:

- review or approve requests for representatives to
- attend conferences or meetings
- review or approve justifications for manpower
- authorization adjustments
- conduct conferences or workshops
- review or approve budgets, budget estimates, or
- budget submissions
- establish goals or milestones
- review or approve personnel action requests

A comparison of survey responses in the AFR 36-1 specialty descriptions revealed some differences. While the specialty description covers the staff, management, and administrative functions, it does not contain any information concerning counseling students or recruiting functions as indicated in the survey data.

#### Summary

Each of the specialties comprising the education and training officer utilization field was examined. There is no clear distinction in terms of time spent on duties between the two specialties within the career field. The two specialties describe, in a broad perspective, the jobs performed within the education and training area of responsibility. The fact that little difference exists between the two specialties should be an area of concern and review.

TABLE 5  
COMPARISON OF FUNCTIONAL GROUPS  
RELATIVE PERCENTAGE OF TIME SPENT ON DUTIES

DUTY	PERCENT TIME SPENT			
	GENERAL STAFF & ADMINISTRATIVE OFFICERS (GRP067, N=125)	FACULTY MEMBERS (GRP065, N=124)	EDUCATION AND TRAINING STAFF OFFICERS (GRP071, N=70)	CURRICULUM DEVELOPERS (GRP060, N=27)
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	59	20	33	31
B PERFORMING SUPERVISORY FUNCTIONS	12	3	8	3
C ACQUIRING AND TRAINING STAFF	4	5	7	4
D PERFORMING RESEARCH OR ADVISORY FUNCTIONS	4	5	5	8
E PERFORMING RECRUITING AND ADMISSIONS FUNCTIONS	3	2	3	*
F DETERMINING EDUCATION OR TRAINING REQUIREMENTS	1	1	2	4
G DEVELOPING COURSES, CURRICULUM, OR COURSE DOCUMENTS	2	23	7	27
H PLANNING OR PROGRAMMING EDUCATION OR TRAINING	2	2	3	3
I ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	2	4	3	4
J CONDUCTING EDUCATION OR TRAINING	1	13	6	2
K MANAGING OR COUNSELING STUDENTS	1	9	5	1
L EVALUATING OR INSPECTING EDUCATION OR TRAINING PROGRAMS AND SUPPORT ACTIVITIES	5	7	12	11
M ADMINISTERING EDUCATION OR TRAINING	3	7	6	3

TABLE 5 (CONTINUED)  
COMPARISON OF FUNCTIONAL GROUPS  
RELATIVE PERCENTAGE OF TIME SPENT ON DUTIES

DUTY	PERCENT TIME SPENT					
	PLANS & PROGRAMS STAFF OFF (GRP043, N=22)	FOREIGN MILITARY TRAINING OFFICERS (GRP085, N=11)	ADMISSIONS OFFICERS (GRP047, N=9)	FACULTY SUPPORT OFFICERS (GRP076, N=8)	DEPENDENT SCHOOL OFFICERS (GRP195, N=5)	FOREIGN LANGUAGE TRAINING OFFICERS (GRP075, N=5)
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	76	38	29	47	49	24
B PERFORMING SUPERVISORY FUNCTIONS	3	4	5	1	4	8
C ACQUIRING AND TRAINING STAFF	2	3	3	3	1	3
D PERFORMING RESEARCH OR ADVISORY FUNCTIONS	2	10	3	7	2	4
E PERFORMING RECRUITING AND ADMISSIONS FUNCTIONS	2	2	16	2	1	2
F DETERMINING EDUCATION OR TRAINING REQUIREMENTS	1	2	-	*	*	*
G DEVELOPING COURSES, CURRICULUM, OR COURSE DOCUMENTS	2	4	3	7	*	3
H PLANNING OR PROGRAMMING EDUCATION OR TRAINING	1	12	3	1	1	1
I ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	2	1	6	4	10	1
J CONDUCTING EDUCATION OR TRAINING	1	1	5	15	1	9
K MANAGING OR COUNSELING STUDENTS	3	3	7	6	4	32
L EVALUATING OR INSPECTING EDUCATION OR TRAINING PROGRAMS AND SUPPORT ACTIVITIES	2	7	6	3	8	4
M ADMINISTERING EDUCATION OR TRAINING	1	13	11	4	18	9

TABLE 6  
COMPARISON OF FUNCTIONAL GROUPS  
JOB ATTITUDES INFORMATION  
(PERCENT RESPONDING)\*

	GENERAL STAFF & ADMINISTRATIVE OFFICERS (GRP067, N=125)	FACULTY MEMBERS (GRP065, N=124)	EDUCATION AND TRAINING STAFF OFFICERS (GRP071, N=70)	CURRICULUM DEVELOPERS (GRP060, N=27)
<u>EXPRESSED JOB INTEREST:</u>				
INTERESTING	91	98	90	78
SO-SO	5	2	4	11
DULL	3	1	3	11
<u>JOB UTILIZES TALENTS:</u>				
FAIRLY WELL TO PERFECTLY	93	98	96	78
LITTLE OR NOT AT ALL	7	1	4	22
<u>JOB UTILIZES TRAINING:</u>				
FAIRLY WELL TO PERFECTLY	40	55	26	48
LITTLE OR NOT AT ALL	39	36	52	30
RECEIVED NO AIR FORCE TECHNICAL TRAINING	21	8	23	22

\* Columns may not equal 100 percent due to nonresponse or rounding

TABLE 6 (CONTINUED)  
COMPARISON OF FUNCTIONAL GROUPS  
JOB ATTITUDES INFORMATION  
(PERCENT RESPONDING)\*

	PLANS & PROGRAMS STAFF OFF (GRP043, N=22)	FOREIGN MILITARY TRAINING OFFICERS (GRP085, N=11)	ADMISSIONS OFFICERS (GRP047, N=9)	FACULTY SUPPORT OFFICERS (GRP076, N=8)	DEPENDENT SCHOOL OFFICERS (GRP195, N=5)	FOREIGN LANGUAGE TRAINING OFFICERS (GRP075, N=5)
EXPRESSED JOB INTEREST:						
INTERESTING	73	100	89	88	100	80
SO-SO	14	-	11	-	-	-
DULL	9	-	-	12	-	20
JOB UTILIZES TALENTS:						
FAIRLY WELL TO PERFECTLY	82	100	89	88	80	80
LITTLE OR NOT AT ALL	18	-	11	12	-	20
JOB UTILIZES TRAINING:						
FAIRLY WELL TO PERFECTLY	23	20	44	38	20	20
LITTLE OR NOT AT ALL	46	60	33	50	-	60
RECEIVED NO AIR FORCE TECHNICAL TRAINING	32	20	22	13	80	20

\* Columns may not equal 100 percent due to nonresponse or rounding

TABLE 6 (CONTINUED)  
COMPARISON OF FUNCTIONAL GROUPS  
JOB ATTITUDES INFORMATION  
(PERCENT RESPONDING)\*

	GENERAL STAFF & ADMINISTRATIVE OFFICERS (GRP067, N=125)	FACULTY MEMBERS (GRP065, N=124)	EDUCATION AND TRAINING STAFF OFFICERS (GRP071, N=70)	CURRICULUM DEVELOPERS (GRP060, N=27)
<u>JOB UTILIZES FORMAL EDUCATION (OTHER THAN IT):</u>				
MODERATELY TO LARGE EXTENT	83	93	87	82
LITTLE OR NOT AT ALL	16	6	13	19
<u>SENSE OF ACCOMPLISHMENT:</u>				
SATISFIED	83	94	86	66
AMBIVALENT	3	-	1	-
DISSATISFIED	13	4	11	33
<u>CAREER INTENTIONS:</u>				
STAY OR PROBABLY STAY FOR RETIREMENT	97	96	100	89
SEPARATE OR PROBABLY SEPARATE BEFORE RETIREMENT	3	3	-	11

\* Columns may not equal 100 percent due to nonresponse or rounding

TABLE 6 (CONTINUED)

COMPARISON OF FUNCTIONAL GROUPS  
JOB ATTITUDES INFORMATION  
(PERCENT RESPONDING)\*

	PLANS & PROGRAMS STAFF OFF (GRP043, N=22)	FOREIGN MILITARY TRAINING OFFICERS (GRP085, N=11)	ADMISSIONS OFFICERS (GRP047, N=9)	FACULTY SUPPORT OFFICERS (GRP076, N=8)	DEPENDENT SCHOOL OFFICERS (GRP195, N=5)	FOREIGN LANGUAGE TRAINING OFFICERS (GRP075, N=5)
JOB UTILIZES FORMAL EDUCATION (OTHER THAN TT):						
MODERATELY TO LARGE EXTENT	54	73	100	75	80	80
LITTLE OR NOT AT ALL	46	27	-	25	20	20
SENSE OF ACCOMPLISHMENT:						
SATISFIED	77	73	89	76	60	80
AMBIVALENT	-	18	-	13	20	-
DISSATISFIED	23	9	11	13	20	20
CAREER INTENTIONS:						
STAY OR PROBABLY STAY FOR RETIREMENT	91	100	78	100	100	80
SEPARATE OR PROBABLY SEPARATE BEFORE RETIREMENT	9	-	22	-	-	20

\* Columns may not equal 100 percent due to nonresponse or rounding

TABLE 7  
COMPARISON OF FUNCTIONAL GROUPS  
SELECTED BACKGROUND INFORMATION

	GENERAL STAFF & ADMINISTRATIVE OFFICERS (GRP067, N=125)	FACULTY MEMBERS (GRP065, N=124)	EDUCATION AND TRAINING STAFF OFFICERS (GRP071, N=70)	CURRICULUM DEVELOPERS (GRP060, N=27)
AVERAGE NUMBER OF TASKS PERFORMED PERCENT MEMBERS SUPERVISING	92 77	161 49	185 82	122 63
MAJCOM: (PERCENT ASSIGNED)				
USAF				
AU	4	71	16	4
ATC	21	15	36	7
AF ELEMENTS	34	4	30	30
TAC	6	1	-	-
SAC	3	2	4	37
MAC	4	1	3	15
HQ USAF	4	1	-	-
USAFE	9	-	1	-
AFSC	-	-	-	-
OTHER	3	2	4	-
	15	3	6	7
DAFSC: (PERCENT ASSIGNED)				
751X	70	52	79	30
752X	28	42	19	67
AVERAGE GRADE:				
AVERAGE TIME IN 75XX UTILIZATION FIELD: (YRS)	0-4 4.8	0-4 3.3	0-5 5.0	0-3 3.1

TABLE 7 (CONTINUED)  
COMPARISON OF FUNCTIONAL GROUPS  
SELECTED BACKGROUND INFORMATION

	PLANS & PROGRAMS STAFF OFF (GRP043, N=22)	FOREIGN MILITARY TRAINING OFFICERS (GRP085, N=11)	ADMISSIONS OFFICERS (GRP047, N=9)	FACULTY SUPPORT OFFICERS (GRP076, N=8)	DEPENDENT SCHOOL OFFICERS (GRP195, N=5)	FOREIGN LANGUAGE TRAINING OFFICERS (GRP075, N=5)
AVERAGE NUMBER OF TASKS PERFORMED: PERCENT MEMBERS SUPERVISING	41 27	125 60	357 56	85 12	87 20	105 60
MAJCOM: (PERCENT ASSIGNED)						
USAF	5	-	33	13	-	-
AU	18	-	44	75	-	-
ATC	59	46	11	-	-	20
AF ELEMENTS	-	18	-	13	-	80
TAC	-	27	-	-	-	-
SAC	9	-	-	-	-	-
MAC	-	-	-	-	-	-
HQ USAF	-	-	-	-	-	-
USAF	-	-	-	-	100	-
AFSC	-	-	11	-	-	-
OTHER	9	9	-	-	-	-
DAFSC: (PERCENT ASSIGNED)						
751X	36	45	56	63	-	20
752X	59	55	44	37	100	80
AVERAGE GRADE:	0-4	0-3	0-4	0-4	0-3	0-3
AVERAGE TIME IN 75XX UTILIZATION FIELD: (YRS)	4.4	6.3	6.4	2.2	4.2	2.9

TABLE 8  
DISTRIBUTION OF PAYGRADES ACROSS DAFS

<u>GRADE</u>	<u>PERCENT RESPONDING</u>	
	<u>DAFS 751X</u>	<u>DAFS 752X</u>
LT	1	16
CAPT	12	65
MAJ	42	16
LT COL	31	3
COL	14	-
	<u>100</u>	<u>100</u>

TABLE 9  
COMPARISON OF DAFS  
RELATIVE PERCENTAGE OF TIME SPENT ON DUTIES

<u>DUTIES</u>	<u>DAFSC 752X (N=196)</u>	<u>DAFSC 751X (N=274)</u>
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	41	40
B PERFORMING SUPERVISORY FUNCTIONS	5	8
C ACQUIRING AND TRAINING STAFF	3	5
D PERFORMING RESEARCH OR ADVISORY FUNCTIONS	4	5
E PERFORMING RECRUITING AND ADMISSIONS FUNCTIONS	3	3
F DETERMINING EDUCATION OR TRAINING REQUIREMENTS	2	1
G DEVELOPING COURSES, CURRICULUM, OR COURSE DOCUMENTS	11	9
H PLANNING OR PROGRAMMING EDUCATION OR TRAINING	2	2
I ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	3	3
J CONDUCTING EDUCATION OR TRAINING	6	6
K MANAGING OR COUNSELING STUDENTS	5	5
L EVALUATING OR INSPECTING EDUCATION OR TRAINING PROGRAMS AND SUPPORT ACTIVITIES	7	8
M ADMINISTERING EDUCATION OR TRAINING	7	5

TABLE 10  
DISTRIBUTION OF FUNCTIONAL GROUPS ACROSS DUTY AFS GROUPS

<u>FUNCTIONAL GROUPS</u>	<u>EDUCATION &amp; TNG STAFF OFFICER (AFS 751X)</u>	<u>EDUCATION &amp; TNG OFFICER (AFS 752X)</u>
GENERAL STAFF AND ADMINISTRATIVE OFFICERS (GRP067)	32	18
FACULTY MEMBERS (GRP065)	24	27
EDUCATION AND TRAINING STAFF OFFICERS (GRP071)	21	7
CURRICULUM DEVELOPERS (GRP060)	3	9
PLANS AND PROGRAMS STAFF OFFICERS (GRP043)	3	7
ADMISSIONS OFFICERS (GRP047)	2	2
FACULTY SUPPORT OFFICERS (GRP076)	2	2
DEPENDENT SCHOOL OFFICERS (GRP195)	*	3
FOREIGN LANGUAGE TRAINING OFFICERS (GRP075)	*	2
OTHER	<u>13</u>	<u>23</u>
	100	100

\* Less than 1 percent

## ANALYSIS OF 75XX PAYGRADE GROUPS

An analysis of the various AFS 75XX paygrade groups (second lieutenant through colonel) provides information regarding the types of jobs officers typically perform at different stages in their careers. Respondents in the 75XX paygrade groups spend the largest percentage of their relative job time (at least 40 percent) performing general, command, staff, and administrative functions (see Table 11). This section will examine the experience level of paygrade groups, career progression, crossflows by paygrade and job satisfaction attitudes.

Unlike some officer utilization fields, 75XX lieutenant colonels and colonels have relatively little time in the career field, indicating the 75XX utilization field has a large number of crossflows from other fields (see Table 12). It is interesting to note 56 percent of the 75XX lieutenants had prior enlisted service and nearly one-quarter of these personnel have enlisted experience in the 75XXX AFSC. Table 13 shows the percentage of officers who had held an SDI at a training facility. Very few respondents held an SDI at Basic Military Training School, while a third to nearly half of the captains through colonels have worked as an instructor in an AFS other than 75XX.

Table 14 illustrates the types of jobs performed by respondents within different paygrades. The colonels and lieutenant colonels' jobs are well defined, dealing primarily with staff and administrative functions. The lieutenants' jobs, however, are less defined and difficult to ascertain (40 percent of the lieutenants' jobs fall in the "other" category). Typically, jobs are more defined in the junior grades and become less so as higher grades are attained.

Approximately one-half to two-thirds of the respondents (with the exception of lieutenants) hold a PAFSC of 75XX (see Table 15). Over 40 percent of the captains and majors hold a PAFSC other than 75XX, while a third of the colonels and lieutenant colonels fall in that category. Across paygrades more than three-quarters of the respondents hold an operational PAFSC.

### Job Attitudes

The job attitude indicators in the current sample were average in comparison to a comparative sample in 1984 (see Table 16). Generally, 75XX personnel express favorable inputs regarding the perceptions they hold toward their jobs. Job attitude indicators for lieutenants were lower when compared to the other paygrades, particularly with regard to job interest and the sense of accomplishment they derive from their jobs.

### Summary

Overall, the jobs performed by junior officers are less defined than those performed by senior officers. Senior officers are performing more staff, management, and supervisory functions, whereas lieutenants are performing other miscellaneous jobs not identified in the job structure. The

TABLE 11  
COMPARISON OF PAYGRADE GROUPS  
RELATIVE PERCENT OF TIME SPENT ON DUTIES

DUTY	PERCENT TIME SPENT				
	LT (N=34)	CAPT (N=160)	MAJ (N=145)	LT COL (N=91)	COL (N=38)
A PERFORMING GENERAL, COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	46	40	40	40	42
B PERFORMING SUPERVISORY FUNCTIONS	6	4	6	10	10
C ACQUIRING AND TRAINING STAFF	4	3	5	6	5
D PERFORMING RESEARCH OR ADVISORY FUNCTIONS	5	4	5	6	4
E PERFORMING RECRUITING AND ADMISSIONS FUNCTIONS	2	3	3	3	4
F DETERMINING EDUCATION OR TRAINING FUNCTIONS	2	2	1	1	1
G DEVELOPING COURSES, CURRICULUM, OR COURSE DOCUMENTS	8	12	10	8	4
H PLANNING OR PROGRAMMING EDUCATION OR TRAINING	3	2	3	2	3
I ACQUIRING AND MAINTAINING EQUIP- MENT, FACILITIES, OR MEDIA	4	3	3	2	2
J CONDUCTING EDUCATION OR TRAINING	2	7	7	5	3
K MANAGING OR COUNSELING STUDENTS	2	6	5	4	5
L EVALUATING OR INSPECTING EDUCA- TION OR TRAINING PROGRAMS AND SUPPORT ACTIVITIES	11	6	7	8	10
M ADMINISTERING EDUCATION OR TRAINING	4	7	5	4	6

**TABLE 12**  
**WORK EXPERIENCE ACROSS PAYGRADE GROUPS**

<u>WORK EXPERIENCE</u>	<u>LT (N=34)</u>	<u>CAPT (N=160)</u>	<u>MAJ (N=145)</u>	<u>LT COL (N=91)</u>	<u>COL (N=38)</u>
TIME IN AFS 75XX (AVG YRS)	2.0	3.3	4.3	6.0	5.9
TIME IN AFS 75XX + SDI 0940 AND SDI 0950 (AVG YRS)	2.0	4.0	5.8	8.1	8.1
PRIOR ENLISTED SERVICE (% YES)	56	38	19	24	16
ENLISTED SERVICE IN AFS 75XXX (% YES)	22	7	1	-	-

**TABLE 13**  
**WORK EXPERIENCE ACROSS PAYGRADE GROUPS**  
**(PERCENT RESPONDING "YES")**

<u>WORK EXPERIENCE</u>	<u>LT (N=34)</u>	<u>CAPT (N=160)</u>	<u>MAJ (N=145)</u>	<u>LT COL (N=91)</u>	<u>COL (N=38)</u>
TIME IN SDI AT PME SCHOOL	3	19	22	33	42
TIME IN SDI AT ROTC	-	9	17	25	42
TIME IN SDI AT BMTS	-	1	3	2	3
TIME IN SDI AT USAFA	-	17	32	32	26
TIME IN SDI AT OTS	-	7	8	7	-
TIME IN OTHER AF INSTRUCTOR POSITION IN NON-75XX AFS	6	28	35	48	39

TABLE 14  
PAYGRADE GROUPS  
DISTRIBUTION ACROSS JOBS

JOBS	PERCENT MEMBERS PERFORMING				
	LT (N=34)	CAPT (N=160)	MAJ (N=145)	LT COL (N=91)	COL (N=38)
GENERAL STAFF & ADMINISTRATIVE OFFICERS	15	17	27	38	45
FACULTY MEMBERS	9	31	30	26	8
EDUCATION AND TRAINING STAFF OFFICERS	-	9	12	29	34
CURRICULUM DEVELOPERS	15	10	2	3	-
PLANS & PROGRAMS STAFF OFFICER	15	6	4	2	-
FOREIGN MILITARY TRAINING OFFICERS	3	4	3	-	-
ADMISSIONS OFFICERS	-	2	3	-	-
FACULTY SUPPORT OFFICERS	-	2	3	-	-
DEPENDENT SCHOOL OFFICERS	3	3	-	-	-
FOREIGN LANGUAGE TRAINING OFFICERS	-	3	1	-	-
OTHER	<u>40</u>	<u>13</u>	<u>15</u>	<u>2</u>	<u>13</u>
	100	100	100	100	100

**TABLE 15**  
**DISTRIBUTION OF PAFSC CATEGORIES ACROSS PAYGRADE GROUPS**  
**(PERCENT RESPONDING)**

PAFSC CATEGORY	PAYGRADE				
	LT (N=34)	CAPT (N=160)	MAJ (N=145)	LT COL (N=91)	COL (N=38)
EDUCATION AND TRAINING	94	58	57	66	61
OPERATIONS	-	24	25	23	13
SCIENTIFIC/ENGINEERING	-	2	2	3	-
LOGISTICS/COMPTROLLER	-	3	3	2	5
PERSONNEL RESOURCE MANAGEMENT (NOT INCLUDING 75XX)	3	4	7	1	3
DIRECT SUPPORT	3	9	6	4	-
COMMANDERS AND DIRECTORS	-	-	-	1	18
	100	100	100	100	100

TABLE 16

JOB ATTITUDE INDICATORS BY PAYGRADE  
(PERCENT RESPONDING)\*

	LT		CAPT	
	75XX (N=34)	COMP SAMPLE** (N=2,593)	75XX (N=160)	COMP SAMPLE** (N=3,290)
<u>EXPRESSED JOB INTEREST</u>				
INTERESTING	65	85	91	88
SO-SO	21	7	6	6
DULL	12	8	4	6
<u>PERCEIVED USE OF TALENTS</u>				
FAIRLY WELL TO PERFECTLY	74	82	87	89
LITTLE OR NOT AT ALL	24	17	12	11
<u>SENSE OF ACCOMPLISHMENT</u>				
SATISFIED	60	78	80	81
AMBIVALENT	6	5	3	3
DISSATISFIED	38	16	16	16
<u>CAREER INTENTIONS</u>				
PLAN TO RETIRE	77	78	90	87
PLAN TO SEPARATE WITHOUT RETIREMENT BENEFITS	24	22	9	13

\* Columns may not equal 100 percent due to nonresponse or rounding

\*\* Data based on Professional Military Education--Officer (AFPT 90-XXX-522, October 1984)

TABLE 16 (CONTINUED)

JOB ATTITUDE INDICATORS BY PAYGRADE  
(PERCENT RESPONDING)\*

	MAJ		LT COL		COL	
	75XX (N=245)	COMP SAMPLE** (N=1,899)	75XX (N=91)	COMP SAMPLE** (N=1,453)	75XX (N=38)	COMP SAMPLE** (N=929)
<u>EXPRESSED JOB INTEREST</u>						
INTERESTING	92	90	92	92	90	93
SO-SO	3	5	2	4	5	3
DULL	4	4	3	4	3	3
<u>PERCEIVED USE OF TALENTS</u>						
FAIRLY WELL TO PERFECTLY	91	92	98	93	95	95
LITTLE OR NOT AT ALL	9	8	2	7	5	4
<u>SENSE OF ACCOMPLISHMENT</u>						
SATISFIED	87	82	90	85	85	89
AMBIVALENT	1	3	3	3	3	2
DISSATISFIED	11	14	7	12	11	8
<u>CAREER INTENTIONS</u>						
PLAN TO RETIRE	99	97	100	99	100	97
PLAN TO SEPARATE WITHOUT RETIREMENT BENEFITS	1	2	-	1	-	2

\* Columns may not equal 100 percent due to nonresponse or rounding

\*\* Data based on Professional Military Education--Officer (AFPT 90-XXX-522, October 1984)

relatively low job attitude indicators for lieutenants may be a function of the large percentage of miscellaneous jobs they are performing. Respondents within all paygrades are spending approximately the same percentage of time performing tasks within each duty. This has implications in terms of career progression. These are issues which should be examined.

#### ANALYSIS OF TIME IN CAREER FIELD (TICF) GROUPS

An analysis of time in career field (TICF) groups identifies the types of jobs officers typically perform as their experience within a utilization field increases. This section will focus on differences in percent time spent within duties in terms of time in career field, as well as differences pertaining to percent members performing tasks within functional groups across time. Furthermore, issues such as job satisfaction, career progression, and the Primary AFSCs (PAFSC) from which officers cross over into the 75XX utilization field will be examined.

Normally, as time within a career field increases, there is also an increase in time spent on command, management, and supervisory functions; however, Table 17 shows no meaningful increase in terms of time spent on supervisory duties with more time in the career field. This table also shows respondents essentially are equal with regard to percent time spent on technical duties.

There are few differences within functional groups in terms of the percentage of 75XX officers with various lengths of time in the career field (see Table 18). The largest distinction which can be made concerns 75XX faculty members with 2-4 years time-in-career field in comparison to those individuals performing within the same job with more time in the career field.

Table 19 shows the percentage of respondents of the TICF groups who fell within a PAFSC category. Over two-thirds of the officers with 2 years or less TICF had crosstrained. Forty percent of these officers hold an operational AFSC. In fact, the majority of the officers who crosstrained (77 percent) hold an operational PAFSC. As TICF increases, there is a corresponding increase in the percentage of officers who hold a primary AFSC of 75XX. All respondents within the 8-10 and 15-20 year TICF groups hold a PAFSC of 75XX.

#### Job Attitudes

Career field managers are able to examine factors which may have an impact on the job performance of officers by utilizing job attitude data. These data were obtained through several job inventory questions pertaining to job interest, perceived utilization of talents, sense of accomplishment, and career intentions. The data are presented in Table 20. As a group, Education and Training officers with 6-8 years TICF are less satisfied with their jobs, when compared to other TICF categories. The majority of these respondents reported such duty titles as chief of a department, division, or branch. In

TABLE 17

COMPARISON OF CAREER FIELD EXPERIENCE GROUPS  
RELATIVE PERCENT OF TIME SPENT ON DUTIES

DUTY	PERCENT TIME SPENT BY YEARS-IN-75XX-FIELD GROUPS						
	0-2 (N=175)	2-4 (N=110)	4-6 (N=83)	6-8 (N=28)	8-10 (N=24)	10-15 (N=29)	15-20 (N=14)
A PERFORMING GENERAL COMMAND, STAFF, AND ADMINISTRATIVE FUNCTIONS	38	36	44	48	44	49	36
B PERFORMING SUPERVISORY FUNCTIONS	6	6	6	7	9	8	9
C ACQUIRING AND TRAINING STAFF	4	4	4	3	6	5	5
D PERFORMING RESEARCH OR ADVISORY FUNCTIONS	4	5	6	7	5	5	5
E PERFORMING RECRUITING AND ADMISSIONS FUNCTIONS	3	4	2	2	1	2	2
F DETERMINING EDUCATION OR TRAINING REQUIREMENTS	1	1	3	2	1	2	1
G DEVELOPING COURSES, CURRICULUM, OR COURSE DOCUMENTS	11	12	8	7	7	5	6
H PLANNING OR PROGRAMMING EDUCATION OR TRAINING	2	2	3	3	3	4	4
I ACQUIRING AND MAINTAINING EQUIPMENT, FACILITIES, OR MEDIA	3	3	3	4	2	2	2
J CONDUCTING EDUCATION OR TRAINING	8	7	4	3	4	2	3
K MANAGING OR COUNSELING STUDENTS	6	6	4	2	4	2	4
L EVALUATING OR INSPECTING EDUCATION OR TRAINING PROGRAMS AND SUPPORT ACTIVITIES	7	8	7	6	9	10	16
M ADMINISTERING EDUCATION OR TRAINING	6	6	6	5	5	4	5

TABLE 18  
TICF GROUPS  
DISTRIBUTION ACROSS JOBS

JOBS	YEARS IN 75XX		
	0-2 (N=175)	2-4 (N=110)	4-6 (N=83)
GENERAL STAFF & ADMINISTRATIVE OFFICERS (GRP067)	25	25	25
FACULTY MEMBERS (GRP065)	29	41	17
EDUCATION AND TRAINING STAFF OFFICERS (GRP071)	15	7	17
CURRICULUM DEVELOPERS (GRP060)	7	4	10
PLANS & PROGRAMS STAFF OFFICERS (GRP043)	5	2	6
FOREIGN MILITARY TRAINING OFFICERS (GRP085)	1	2	2
ADMISSIONS OFFICERS (GRP047)	2	1	1
FACULTY SUPPORT OFFICERS (GRP076)	3	1	2
DEPENDENT SCHOOL OFFICERS (GRP195)	-	2	4
FOREIGN LANGUAGE TRAINING OFFICERS (GRP075)	1	2	0
OTHER	<u>12</u>	<u>13</u>	<u>16</u>
	100%	100%	100%

TABLE 18 (CONTINUED)

TICF GROUPS  
DISTRIBUTION ACROSS JOBS

JOBS	YEARS IN 75XX		
	8-10 (N=24)	10-15 (N=29)	15-20 (N=14)
GENERAL STAFF & ADMINISTRATIVE OFFICERS (GRP067)	28	41	29
FACULTY MEMBERS (GRP065)	17	14	14
EDUCATION AND TRAINING STAFF OFFICERS (GRP071)	21	21	29
CURRICULUM DEVELOPERS (GRP060)	0	3	0
PLANS & PROGRAMS STAFF OFFICERS (GRP043)	7	7	5
FOREIGN MILITARY TRAINING OFFICERS (GRP085)	0	7	7
ADMISSIONS OFFICERS (GRP047)	0	3	0
FACULTY SUPPORT OFFICERS (GRP076)	0	0	0
DEPENDENT SCHOOL OFFICERS (GRP195)	0	0	0
FOREIGN LANGUAGE TRAINING OFFICERS (GRP075)	3	0	0
OTHER	<u>24</u>	<u>4</u>	<u>16</u>
	100%	100%	100%

TABLE 19  
DISTRIBUTION OF PAFSC CATEGORIES ACROSS T1CF GROUPS

PAFSC CATEGORY	YEARS IN 75XX						
	0-2 (N=175)	2-4 (N=110)	4-6 (N=83)	6-8 (N=28)	8-10 (N=24)	10-15 (N=29)	15-20 (N=14)
EDUCATION AND TRAINING	32	61	86	86	100	93	100
OPERATIONS	40	24	5	4	-	3	-
SCIENTIFIC/ENGINEERING	3	2	-	4	-	-	-
LOGISTICS/COMPTROLLER	5	4	-	-	-	-	-
PERSONNEL RESOURCE MANAGEMENT (NOT INCLUDING 75XX)	9	3	1	-	-	-	-
DIRECT SUPPORT	9	5	8	-	-	-	-
COMMANDERS AND DIRECTORS	2	1	-	6	-	4	-
	100%	100%	100%	100%	100%	100%	100%

TABLE 20

COMPARISON OF JOB ATTITUDE INDICATORS BY AFS 75XX T1CF GROUPS  
(PERCENT RESPONDING)\*

	YEARS IN 75XX						
	0-2 (N=175)	2-4 (N=110)	4-6 (N=83)	6-8 (N=28)	8-10 (N=24)	10-15 (N=29)	15-20 (N=14)
<u>EXPRESSED JOB INTEREST</u>							
INTERESTING	90	91	87	71	100	97	93
SO-SO	5	6	7	11	-	3	7
DULL	4	4	6	14	-	-	-
<u>PERCEIVED UTILIZATION OF TALENTS</u>							
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	91 8	91 8	88 12	79 21	96 4	86 14	100 -
<u>SENSE OF ACCOMPLISHMENT</u>							
SATISFIED	84	84	85	68	96	69	79
AMBIVALENT	2	3	-	7	-	7	7
DISSATISFIED	13	13	13	21	4	24	14
<u>CAREER INTENTIONS</u>							
STAY OR PROBABLY STAY FOR RETIREMENT	94	94	90	100	96	100	100
SEPARATE OR PROBABLY SEPARATE BEFORE RETIREMENT	5	6	10	-	4	-	-
<u>FORMAL EDUCATION USEFULNESS ON JOB</u>							
LARGE EXTENT	58	62	52	54	79	48	71
MODERATE EXTENT	22	21	31	25	17	28	29
LITTLE OR NOT AT ALL	20	16	17	18	4	24	-

\* Columns may not equal 100 percent due to nonresponse or rounding

terms of perceived utilization of training, a greater percentage of individuals in the higher TICF categories indicate their training is well utilized; however, one-quarter to one-third of these officers received no technical training. When compared to the higher TICF groups, a smaller percentage of respondents with less TICF feel their training is well utilized.

### Summary

For the most part, as time in career field (TICF) increased for 75XX officers, there was no corresponding increase in command and staff functions. Respondents in the 10-15 years TICF group perform more command and staff functions than other TICF groups. Virtually all TICF groups are similar in terms of performing technical functions. The data fail to show a progression from a technical orientation to a management orientation with more time in the career field. Overall, respondents within the various TICF groups are quite satisfied with their jobs.

### CAREER 75XX ANALYSIS

Education and Training personnel at HQ ATC established criteria defining a "career" 75XX officer. This provided a means to identify and analyze responses from these personnel. A career 75XX officer met the following criteria: duty AFS of 75XX, primary AFS of 75XX, and 6 or more years experience in 75XX and Education-Training SDI (0940 and 0950). The career 75XXs designated as lieutenants and junior captains are those individuals who meet the first two criteria. Officers in the captain through colonel paygrade category are those persons who met all the criteria. Generally, officers are captains longer than other officer grades, which prompted the division of this paygrade.

These officers hold an average grade of major, while 54 percent have a duty AFS of 751X and 46 percent hold a 752X duty AFS. More than half are assigned to ATC and AU, with 12 percent assigned to the USAFA. They perform an average of 109 tasks.

Table 21 illustrates some undergraduate degrees held by career 75XX officers. The largest percentage of personnel across paygrades have degrees in Psychology, History, or English. The education-related degrees held by career 75XX officers are also shown in Table 21. As indicated by the information in the table, the highest percentages of personnel hold degrees in secondary education, while the lieutenant and junior captain paygrade groups have a relatively high percentage of personnel who majored in elementary education.

The attitudes career 75XX officers hold toward their jobs, as compared to the job attitudes of a cross section of officers are shown in Table 22. Overall, the current sample was relatively equivalent to the comparative sample in terms of how personnel perceive their jobs. In some cases the personnel in the comparative sample are clearly more satisfied with their jobs, particularly in the area of job interest in the lieutenant paygrade. Generally,

TABLE 21

CAREER 75XX PAYGRADE GROUPS  
UNDERGRADUATE MAJOR

	PAYGRADE					
	LT (N=31)	JR (N=48)	CAPT (N=21)	MAJ (N=49)	LT COL (N=44)	COL (N=15)
BUSINESS	13	10	14	4	9	13
ENGLISH	3	15	19	22	18	13
FOREIGN LANGUAGE	10	10	5	6	5	7
HISTORY	7	8	24	16	14	13
POLITICAL SCIENCE	10	6	5	6	16	7
PSYCHOLOGY	16	19	10	8	5	13
-----						
CURRICULUM DEVELOPMENT	3	6	5	-	-	-
EDUCATIONAL ADMINISTRATION	3	6	5	6	7	13
ELEMENTARY EDUCATION	23	21	-	6	2	-
GUIDANCE AND COUNSELING	3	2	5	-	-	-
MISCELLANEOUS EDUCATION	13	6	5	2	2	-
PHYSICAL EDUCATION	10	4	-	2	5	-
SECONDARY EDUCATION	20	21	24	29	25	13

TABLE 22

CAREER 75XX PAYGRADE GROUPS  
JOB ATTITUDE INFORMATION  
(PERCENT RESPONDING)\*

	LT (N=31)	COMP SAMPLE** (N=2,593)	JR CAPT (N=48)	CAPT (N=21)	COMP SAMPLE** (N=3,290)	MAJ (N=49)	COMP SAMPLE** (N=1,899)
<u>EXPRESSED JOB INTEREST</u>							
INTERESTING	68	85	85	86	88	88	90
SO-SO	19	7	8	5	6	8	5
DULL	13	8	6	10	6	4	4
<u>JOB UTILIZES TALENTS</u>							
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	74 23	82 17	79 21	81 19	89 11	80 20	92 8
<u>JOB UTILIZES TRAINING</u>							
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	32 23	* *	31 15	38 33	* *	39 33	* *
RECEIVED NO AIR FORCE TECHNICAL TRAINING	45	*	54	29	*	29	*
<u>SENSE OF ACCOMPLISHMENT</u>							
SATISFIED	55	78	71	76	81	75	82
AMBIVALENT	7	5	-	5	3	2	3
DISSATISFIED	39	16	27	19	16	20	14

\* Columns may not equal 100 percent due to nonresponse or rounding

\*\* Data based on Professional Military Education--Officer (AFPT 90-XXX-522, October 1984)

TABLE 22 (CONTINUED)

CAREER 75XX PAYGRADE GROUPS  
JOB ATTITUDE INFORMATION  
(PERCENT RESPONDING)\*

	LT COL (N=44)	COMP SAMPLE** (N=1,453)	COL (N=15)	COMP SAMPLE** (N=15)
<u>EXPRESSED JOB INTEREST</u>				
INTERESTING	96	92	93	93
SO-SO	-	4	7	3
DULL	5	4	-	3
<u>JOB UTILIZES TALENTS</u>				
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL	98 2	93 7	100 -	95 4
<u>JOB UTILIZES TRAINING</u>				
FAIRLY WELL TO PERFECTLY LITTLE OR NOT AT ALL RECEIVED NO AIR FORCE TECHNICAL TRAINING	50 27 23	* * *	40 40 20	* * *
<u>SENSE OF ACCOMPLISHMENT</u>				
SATISFIED	89	85	86	89
AMBIVALENT	2	3	7	2
DISSATISFIED	9	12	7	8

\* Columns may not equal 100 percent due to nonresponse or rounding

\*\* Data based on Professional Military Education--Officer (AFPT 90-XXX-522, October 1984)

TABLE 22 (CONTINUED)

CAREER 75XX PAYGRADE GROUPS  
JOB ATTITUDE INFORMATION  
(PERCENT RESPONDING)\*

	LT (N=31)	COMP SAMPLE** (N=2,593)	JR CAPT (N=48)	CAPT (N=21)	COMP SAMPLE** (N=3,290)	MAJ (N=49)	COMP SAMPLE** (N=1,899)
SATISFACTION WITH 75XX CAREER FIELD							
SATISFIED	52	*	50	57	*	65	*
AMBIVALENT	10	*	17	5	*	6	*
DISSATISFIED	39	*	31	38	*	27	*
CAREER INTENTIONS							
STAY OR PROBABLY STAY FOR RETIREMENT	74	78	83	95	87	100	97
SEPARATE OR PROBABLY SEPARATE BEFORE RETIREMENT	26	22	17	5	13	-	2

\* Columns may not equal 100 percent due to nonresponse or rounding

\*\* Data based on Professional Military Education--Officer (AFPT 90-XXX-522, October 1984)

TABLE 22 (CONTINUED)

CAREER 75XX PAYGRADE GROUPS  
JOB ATTITUDE INFORMATION  
(PERCENT RESPONDING)\*

	LT COL (N=44)	COMP SAMPLE** (N=1,453)	COL (N=15)	COMP SAMPLE** (N=15)
<u>SATISFACTION WITH 75XX CAREER FIELD</u>				
SATISFIED	45	*	67	*
AMBIVALENT	32	*	20	*
DISSATISFIED	16	*	13	*
<u>CAREER INTENTIONS</u>				
STAY OR PROBABLY STAY FOR RETIREMENT	100	99	100	97
SEPARATE OR PROBABLY SEPARATE BEFORE RETIREMENT	-	1	-	2

\* Columns may not equal 100 percent due to nonresponse or rounding

\*\* Data based on Professional Military Education--Officer (AFPT 90-XXX-522, October 1984)

career 75XX officers are satisfied with their jobs; however, lieutenants express a less positive perception toward their jobs. If the reader recalls, a similar situation exists for lieutenants discussed previously in the ANALYSIS OF 75XX PAYGRADE GROUPS section.

Within each paygrade group there are people who express dissatisfaction with the 75XX career field. Similarly, career 75XX personnel across all paygrades indicate their jobs do not adequately utilize their training. These low training indicators may be partially attributed to the fact that there is no entry-level technical training course for 75XX officers. Generally, lieutenants express more job dissatisfaction. This may be associated with the large percentage of lieutenants' jobs not related to 75XX functions. Despite these findings, most of the 75XX personnel in each paygrade are satisfied with the sense of accomplishment their jobs yield and plan to stay on active duty until retirement.

### Summary

This section outlined very briefly background information on career 75XX officers, including assigned MAJCOM, average grade, and job attitudes. The relatively low job attitude indicators expressed by these respondents, particularly regarding career 75XX lieutenants and overall dissatisfaction with the career field across paygrades should be reviewed by career field managers.

## TRAINING ANALYSIS

Occupational survey data are one of the many sources of information that can be used to validate or revise training courses. While the 75XX utilization field has no formal training course, the available data may be used as a basis for a course. Factors provided in the data which can be used for training decisions are percent members performing tasks within various paygrades and training emphasis ratings.

One hundred and thirty tasks were rated high in training emphasis (1.65 or higher). Table 23 shows a sample of those tasks. The command, staff, administrative, and curriculum development tasks contain data which justify their inclusion in a formal training course. Some factors should be considered if a formal course is developed. First, survey respondents indicated through write-in comments that management-related areas, such as the general command, staff, and administrative functions, should be emphasized in an officers' commissioning source and PME, while curriculum knowledge should be obtained through one's formal education at the undergraduate level. Second, the data indicate the career field is very diverse, with only 11 tasks performed by two-thirds or more of the personnel in the career field. As discussed earlier, these 11 tasks could be performed by any officer within any career field. They are not specifically related to education and training functions. The question is: How can a course be developed based on the previous discussion? Career field managers and training personnel should explore these areas and take appropriate action.

TABLE 23  
TASKS RATED HIGHEST IN TRAINING EMPHASIS BY 75XX OFFICERS

TASKS	PERCENT MEMBERS PERFORMING						
	TE*	ALL	LT	CAPT	MAJ	LT COL	COL
G354 DEVELOP OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	4.78	34	35	35	45	22	16
G357 DEVELOP OR MODIFY LESSON PLANS	4.42	38	29	48	41	28	18
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	4.21	93	94	91	92	96	92
G344 DEVELOP BLOCKS, PHASES, OR MODULES OF INSTRUCTION	4.19	32	24	40	35	25	13
G360 DEVELOP PERFORMANCE TESTS OR MEASUREMENTS	4.16	25	12	34	26	19	16
G349 DEVELOP GUIDANCE ON TEACHING TECHNIQUES, PROCEDURES, OR METHODS	3.99	27	21	29	24	31	24
A86 PRESENT BRIEFINGS	3.97	79	59	76	81	89	82
F343 DETERMINE METHOD OF PRESENTATION	3.83	34	29	45	32	24	18
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	3.77	76	62	70	74	87	90
G361 DEVELOP PLANS OF INSTRUCTION (POI), SYLLABI, OR CURRICULUM CATALOGS	3.75	24	15	29	29	21	5
G365 DEVELOP WRITTEN TESTS OR INPUTS TO WRITTEN TESTS	3.64	31	12	39	35	25	13
J485 CONDUCT LECTURE INSTRUCTION	3.62	32	21	35	34	33	21

\* Tasks rated above 1.65 are high in training emphasis

## IMPLICATIONS

The Education and Training Officer Utilization Field was very diverse, with personnel performing many functions. There were 10 major jobs, while a total of 33 jobs were identified.

Generally, the AFR 36-1 specialty description for DAFSCs 751X and 752X are consistent with the data. Areas requiring review pertain to the variety of jobs performed within the specialty descriptions.

Education and Training officers generally are satisfied with their jobs. Lieutenants are less satisfied with their jobs than other paygrades. This may be related to the fact that nearly one-half these respondents' jobs fall in the "other" jobs category.

The career 75XX officers expressed dissatisfaction toward their jobs, particularly with regard to career field satisfaction.

In terms of career progression, similar problems were noted in the TICF, AFS, and paygrade analysis. There was no clear progression regarding an increase from technical jobs to staff and administrative jobs, corresponding to attainment of higher grades or more time in service. Furthermore, senior 75XX officers have less time in the career field than officers of comparable grades in other utilization fields. In fact, senior officers have an average of only 3 more years in the 75XX career field than lieutenants.

The following conclusions were drawn from the previous discussion:

a. There is no clear path of progression from technical level jobs to staff level jobs. Jobs which could prepare new officers entering the career field with the breadth of experience essential to progress are virtually nonexistent.

b. The classification structure should be modified to more comprehensively depict the jobs personnel perform. Given a change made within the classification structure, personnel then should be utilized in a manner which allows compatibility between their specialty and job.

c. The low experience level is indicative of the instability and frequent turnover of personnel within the career field. Perhaps some changes within the career field will have positive impact on the personnel experience level.

d. An entry-level course stressing general, command, staff and administrative, and curriculum development tasks may provide a good background to assist new 75XX officers in assuming the duties and responsibilities inherent to the AFSC. While no training program can include all of the jobs performed in a utilization field, the use of background, fundamental or on-the-job training may provide the additional training to prepare officers to do these jobs.

**APPENDIX A**

TABLE A1  
 REPRESENTATIVE TASKS PERFORMED BY  
 FOREIGN LANGUAGE TRAINING OFFICERS  
 (GRP075)

TASKS	PERCENT MEMBERS PERFORMING (N=5)
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
K541 COUNSEL STUDENTS ON ACADEMIC PROBLEMS	100
K548 COUNSEL STUDENTS PRIOR TO ELIMINATION FROM A TRAINING PROGRAM	100
K549 DOCUMENT COUNSELING SESSIONS WITH STUDENTS	100
K543 COUNSEL STUDENTS ON PERSONAL OR MILITARY-RELATED PROBLEMS	100
K545 COUNSEL STUDENTS ON STUDY HABITS OR TECHNIQUES	100
K547 COUNSEL STUDENTS ON TRAINING PROGRESS	100
J496 EVALUATE STUDENTS ON PERFORMANCE TESTS OR MEASUREMENTS	100
A22 DEVELOP CHECKLISTS	100
A79 PLACE OR RESPOND TO TELEPHONE CALLS	100
J495 EVALUATE STUDENTS' MILITARY BEHAVIOR	100
A25 DEVELOP WORK METHODS OR PROCEDURES	100
K542 COUNSEL STUDENTS ON CAREER PLANS AND GOALS	100
K550 EXAMINE REPORTS OF STUDENT OFFENSES	100
K546 COUNSEL STUDENTS ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT	100
B139 CONDUCT STAFF MEETINGS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	80
K568 RECOMMEND STUDENTS FOR WASHBACK OR RECYCLING	80
K526 APPROVE REQUESTS FOR REMEDIAL TRAINING	80
K551 EXAMINE STUDENT DEFICIENCY REPORTS	80
K566 RECOMMEND OR CONCUR WITH RECOMMENDATION FOR ELIMINATION OR DISENROLLMENT OF STUDENTS	80
K558 PLACE STUDENTS ON ACADEMIC PROBATION	80
B141 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY-RELATED PROBLEMS	80
K577 REVIEW DOCUMENTATION OF COUNSELING SESSIONS	80
K560 PREPARE DOCUMENTATION TO ELIMINATE STUDENTS	80
K581 REVIEW STUDENT RECORD FOLDERS	80
K562 RECOMMEND ACTIONS TO TAKE CONCERNING STUDENT MISCONDUCT	80
B157 WRITE OR INDORSE ENLISTED PERFORMANCE REPORTS	80
K567 RECOMMEND PERSONNEL FOR ELIMINATION FROM A CAREER FIELD	80

TABLE A2  
REPRESENTATIVE TASKS PERFORMED BY  
FOREIGN MILITARY TRAINING OFFICERS  
(GRP085)

TASKS	PERCENT MEMBERS PERFORMING (N=11)
A36 DRAFT OR WRITE MESSAGES FOR ELECTRICAL TRANSMISSION	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
A106 REVIEW OR APPROVE MESSAGES FOR ELECTRICAL TRANSMISSION	100
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	100
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
H413 OBTAIN EDUCATION AND TRAINING REQUIREMENTS FROM FOREIGN COUNTRIES	91
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	91
A70 MAKE ARRANGEMENTS FOR TEMPORARY DUTY (TDY)	91
A86 PRESENT BRIEFINGS	91
A83 PREPARE BRIEFINGS	82
D207 ADVISE SECURITY ASSISTANCE OFFICES (SAO)	82
D203 ADVISE INTERNATIONAL OFFICIALS CONCERNING THEIR EDUCATION AND TRAINING PROGRAMS	82
H412 EVALUATE OR APPROVE COUNTRY TRAINING PROGRAMS	82
M769 RESPOND TO INQUIRIES CONCERNING COURSE APPLICABILITY TO FOREIGN COUNTRIES	82
H429 REVIEW OR APPROVE LETTERS OF OFFER AND ACCEPTANCE (LOA) CONTAINING TRAINING	82
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	82
A52 ESTABLISH GOALS OR MILESTONES	82
A24 DEVELOP OR DRAFT BUDGETS, BUDGET ESTIMATES, OR BUDGET SUBMISSIONS	82
M756 PROVIDE REPORTS AND DATA TO SECURITY ASSISTANCE OFFICES (SAO)	73
M770 RESPOND TO INQUIRIES CONCERNING COURSE AVAILABILITY TO FOREIGN COUNTRIES	73
H419 PROMOTE TRAINING PLANS FOR INTERNATIONAL STUDENTS	73
H433 REVIEW OR APPROVE TRAINING PLANS FOR INTERNATIONAL STUDENTS	73
D202 ADVISE INTERNATIONAL STUDENT LIAISONS	73
M774 RESPOND TO INQUIRIES CONCERNING TRAINING FOREIGN COUNTRIES HAVE RECEIVED	73

TABLE A3  
 REPRESENTATIVE TASKS PERFORMED BY  
 GENERAL STAFF AND ADMINISTRATIVE OFFICERS  
 (GRP067)

TASKS	PERCENT MEMBERS PERFORMING (N=125)
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	99
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	98
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	90
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	86
A83 PREPARE BRIEFINGS	86
A39 DRAFT OR WRITE POLICY LETTERS	86
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	85
A86 PRESENT BRIEFINGS	82
A12 ASSIGN SUSPENSES	81
B156 WRITE OR ENDORSE RECOMMENDATIONS FOR AWARDS OR DECORATIONS	78
A52 ESTABLISH GOALS OR MILESTONES	78
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	78
B141 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY-RELATED PROBLEMS	76
B139 CONDUCT STAFF MEETINGS	76
A78 PERFORM TRAVEL	74
A87 PRIORITIZE SUSPENSES	73
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	72
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	72
B152 VISIT SUBORDINATES IN WORK AREAS	71
A64 INTERPRET REGULATIONS OR POLICIES FOR SUBORDINATES OR SUBORDINATE UNITS	70
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	70
A21 DETERMINE BUDGETING PRIORITIES	68
A110 REVIEW OR APPROVE POLICY LETTERS	68
A82 PREPARE AGENDAS	67
A61 GREET VIPs	67
A51 ESCORT DISTINGUISHED VISITORS	67
A24 DEVELOP OR DRAFT BUDGETS, BUDGET ESTIMATES, OR BUDGET SUBMISSIONS	65
A98 REVIEW OR APPROVE BUDGETS, BUDGET ESTIMATES, OR BUDGET SUBMISSIONS	64

TABLE A4  
REPRESENTATIVE TASKS PERFORMED BY  
CHIEFS AND DIRECTORS  
(GRP203)

TASKS	PERCENT MEMBERS PERFORMING (N=42)
B141 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY-RELATED PROBLEMS	100
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	98
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	98
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	98
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	98
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	98
B139 CONDUCT STAFF MEETINGS	98
A86 PRESENT BRIEFINGS	98
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	95
A83 PREPARE BRIEFINGS	95
B156 WRITE OR ENDORSE RECOMMENDATIONS FOR AWARDS OR DECORATIONS	95
B152 VISIT SUBORDINATES IN WORK AREAS	90
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	90
A110 REVIEW OR APPROVE POLICY LETTERS	90
A21 DETERMINE BUDGETING PRIORITIES	90
A12 ASSIGN SUSPENSES	90
A52 ESTABLISH GOALS OR MILESTONES	90
A78 PERFORM TRAVEL	90
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	88
A39 DRAFT OR WRITE POLICY LETTERS	88
B146 REVIEW OR APPROVE TRAVEL REQUESTS	88
B155 WRITE OR ENDORSE CIVILIAN PERFORMANCE APPRAISALS	86
A98 REVIEW OR APPROVE BUDGETS, BUDGET ESTIMATES, OR BUDGET SUBMISSIONS	86
B153 WRITE CIVILIAN JOB DESCRIPTIONS	86
A64 INTERPRET REGULATIONS OR POLICIES FOR SUBORDINATES OR SUBORDINATE UNITS	83
B149 REVIEW OR EVALUATE BUDGET EXPENDITURES	83
C166 COUNSEL STAFF MEMBERS ON THEIR PERFORMANCE	83
B138 CERTIFY CIVILIAN TIMECARDS	83
A87 PRIORITIZE SUSPENSES	81

TABLE A5  
REPRESENTATIVE TASKS PERFORMED BY  
PURE STAFF OFFICERS  
(GRP150)

TASKS	PERCENT MEMBERS PERFORMING (N=18)
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
A78 PERFORM TRAVEL	100
A45 DRAFT OR WRITE TRIP REPORTS	100
A82 PREPARE AGENDAS	100
A83 PREPARE BRIEFINGS	94
A39 DRAFT OR WRITE POLICY LETTERS	94
A52 ESTABLISH GOALS OR MILESTONES	94
A86 PRESENT BRIEFINGS	89
A36 DRAFT OR WRITE MESSAGES FOR ELECTRICAL TRANSMISSION	89
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	83
A42 DRAFT OR WRITE REPLIES TO EVALUATION OR INSPECTION REPORTS, SUCH AS OPER READ INSP (ORI) OR MGMT EFFECT INSP (MEI)	83
A6 ARRANGE FOR VIPs' VISIT	83
A87 PRIORITIZE SUSPENSES	78
A64 INTERPRET REGULATIONS OR POLICIES FOR SUBORDINATES OR SUBORDINATE UNITS	78
A15 COMPILE OR EVALUATE INFORMATION FOR STAFF STUDIES	78
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	78
A16 CONDUCT CONFERENCES OR WORKSHOPS	78
A21 DETERMINE BUDGETING PRIORITIES	78
A85 PREPARE TRIP BOOKS	72
A51 ESCORT DISTINGUISHED VISITORS	72
A73 OPERATE COMPUTER EQUIPMENT	72
A61 GREET VIPs	72
A43 DRAFT OR WRITE SPEECHES	72
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	67
A44 DRAFT OR WRITE STAFF STUDY REPORTS	67
A93 REQUEST WORD PROCESSING SUPPORT	67
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	67

TABLE A6  
REPRESENTATIVE TASKS PERFORMED BY  
ADMISSIONS STAFF OFFICERS  
(GRP083)

TASKS	PERCENT MEMBERS PERFORMING (N=8)
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
B156 WRITE OR ENDORSE RECOMMENDATIONS FOR AWARDS OR DECORATIONS	100
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	100
A52 ESTABLISH GOALS OR MILESTONES	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
B141 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY-RELATED PROBLEMS	100
B139 CONDUCT STAFF MEETINGS	100
E297 REVIEW RECORDS TO BE BROUGHT BEFORE SELECTION BOARDS	88
A64 INTERPRET REGULATIONS OR POLICIES FOR SUBORDINATES OR SUBORDINATE UNITS	88
E278 RESPOND TO INQUIRIES CONCERNING APPLICATION PROCEDURES	88
B152 VISIT SUBORDINATES IN WORK AREAS	88
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	88
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	88
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	88
A39 DRAFT OR WRITE POLICY LETTERS	88
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	88
A113 REVIEW OR APPROVE RECURRING REPORTS OR INPUTS FOR RECURRING REPORTS	88
A110 REVIEW OR APPROVE POLICY LETTERS	88
B155 WRITE OR ENDORSE CIVILIAN PERFORMANCE APPRAISALS	88
B153 WRITE CIVILIAN JOB DESCRIPTIONS	88
B140 COORDINATE WITH CIVILIAN PERSONNEL OFFICE (CPO)	88
A47 DRAFT RESPONSES TO CONGRESSIONAL OR WHITE HOUSE INQUIRIES	75
E260 DEVELOP OR REVISE APPLICATION PROCEDURES	75
A44 DRAFT OR WRITE STAFF STUDY REPORTS	75
E281 RESPOND TO INQUIRIES CONCERNING ENTRANCE REQUIREMENTS	75
E248 CONDUCT SELECTION BOARDS	63
E269 NOTIFY APPLICANTS OF THEIR SELECTION OR NONSELECTION	63
E296 REVIEW OR SCREEN APPLICATIONS FOR SCHOLARSHIPS	50

TABLE A7  
REPRESENTATIVE TASKS PERFORMED BY  
PROTOCOL STAFF OFFICERS  
(GRP259)

TASKS	PERCENT MEMBERS PERFORMING (N=6)
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A12 ASSIGN SUSPENSES	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	100
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	100
A61 GREET VIPs	100
A129 SCHEDULE APPOINTMENTS	100
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	100
A130 SCHEDULE ROOMS OR FACILITIES	100
A11 ASSIGN ESCORTS	100
A51 ESCORT DISTINGUISHED VISITORS	100
A36 DRAFT OR WRITE MESSAGES FOR ELECTRICAL TRANSMISSION	100
A8 ARRANGE SOCIAL FUNCTIONS	100
A82 PREPARE AGENDAS	83
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	83
A106 REVIEW OR APPROVE MESSAGES FOR ELECTRICAL TRANSMISSION	83
A39 DRAFT OR WRITE POLICY LETTERS	83
A25 DEVELOP WORK METHODS OR PROCEDURES	83
A10 ARRANGE TOURS	83
A33 DRAFT OR WRITE INPUTS FOR RECURRING PUBLICATIONS, SUCH AS MAGAZINES, NEWSPAPERS, OR BULLETINS	83
A24 DEVELOP OR DRAFT BUDGETS, BUDGET ESTIMATES, OR BUDGET SUBMISSIONS	83
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	83
A5 ARRANGE FOR GUEST SPEAKERS	83
B143 DIRECT MAINTENANCE OF ADMINISTRATIVE FILES	83
A113 REVIEW OR APPROVE RECURRING REPORTS OR INPUTS FOR RECURRING REPORTS	67
A86 PRESENT BRIEFINGS	67
A87 PRIORITIZE SUSPENSES	67

TABLE A8  
REPRESENTATIVE TASKS PERFORMED BY  
RESEARCH AND TECHNOLOGY STAFF OFFICERS  
(GRP112)

TASKS	PERCENT MEMBERS PERFORMING (N=6)
A57 EVALUATE COMPUTER SOFTWARE	100
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	100
A52 ESTABLISH GOALS OR MILESTONES	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A83 PREPARE BRIEFINGS	100
A9 ARRANGE TO LEASE OR BORROW COMPUTER SOFTWARE OR HARDWARE	100
A73 OPERATE COMPUTER EQUIPMENT	100
A38 DRAFT OR WRITE PLANS OR PROPOSALS FOR AUTOMATED DATA PROCESSING SYSTEMS	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
A16 CONDUCT CONFERENCES OR WORKSHOPS	100
A15 COMPILE OR EVALUATE INFORMATION FOR STAFF STUDIES	100
A44 DRAFT OR WRITE STAFF STUDY REPORTS	100
A70 MAKE ARRANGEMENTS FOR TEMPORARY DUTY (TDY)	100
A35 DRAFT OR WRITE JUSTIFICATIONS FOR MANPOWER AUTHORIZATION ADJUSTMENTS	100
D215 EVALUATE STATE-OF-THE-ART INSTRUCTIONAL TECHNOLOGY	83
G342 DESIGN OR DEVELOP PLANS FOR TRAINING DEVICES	83
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	83
A133 SURVEY EXISTING SOFTWARE PACKAGES	83
A86 PRESENT BRIEFINGS	83
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	83
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	83
D228 REVIEW INDUSTRY'S RESEARCH AND DEVELOPMENT PROGRAMS	67
D214 DRAFT OR WRITE TECHNICAL REPORTS OR PAPERS	67
D206 ADVISE RESEARCH PROJECT ADVISORS	67
D216 IDENTIFY RESEARCH REQUIREMENTS	50
D221 PRIORITIZE RESEARCH PROJECTS	50

TABLE A9  
REPRESENTATIVE TASKS PERFORMED BY  
ROTC AREA COMMANDANTS  
(GRP204)

TASKS	PERCENT MEMBERS PERFORMING (N=6)
A78 PERFORM TRAVEL	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A77 PERFORM STAFF ASSISTANCE VISITS	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
B156 WRITE OR ENDORSE RECOMMENDATIONS FOR AWARDS OR DECORATIONS	100
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	100
A26 DIRECT PERSONNEL OR UNIT RECOGNITION PROGRAMS	100
A16 CONDUCT CONFERENCES OR WORKSHOPS	100
A39 DRAFT OR WRITE POLICY LETTERS	100
A12 ASSIGN SUSPENSES	100
A86 PRESENT BRIEFINGS	100
B158 WRITE OR INDORSE OFFICER PERFORMANCE REPORTS	83
K586 VISIT STUDENTS AT GEOGRAPHICALLY-SEPARATED LOCATIONS	83
B152 VISIT SUBORDINATES IN WORK AREAS	83
A45 DRAFT OR WRITE TRIP REPORTS	83
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	83
L636 EVALUATE MANAGEMENT OF PRECOMMISSIONING EDUCATION	83
L661 REPORT RESULTS OF FIELD VISITS	83
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	83
A82 PREPARE AGENDAS	83
A70 MAKE ARRANGEMENTS FOR TEMPORARY DUTY (TDY)	83
A72 MONITOR WEIGHT OR PHYSICAL FITNESS PROGRAMS	83
L651 EVALUATE SELF-INSPECTION PROGRAMS	83
B149 REVIEW OR EVALUATE BUDGET EXPENDITURES	83
A21 DETERMINE BUDGETING PRIORITIES	83
A62 IMPLEMENT PERSONNEL OR UNIT RECOGNITION PROGRAMS	83
L658 MONITOR FOLLOW-UP ACTIONS ON DEFICIENCIES REVEALED BY INSPECTIONS OR STAFF ASSISTANCE VISITS	83
E299 REVIEW SUCCESS OF CENTERS OF INFLUENCE (COI)	83

TABLE A10  
REPRESENTATIVE TASKS PERFORMED BY  
EDUCATION AND TRAINING STAFF OFFICERS  
(GRP071)

TASKS	PERCENT MEMBERS PERFORMING (N=70)
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	99
A86 PRESENT BRIEFINGS	96
A52 ESTABLISH GOALS OR MILESTONES	94
A83 PREPARE BRIEFINGS	94
A12 ASSIGN SUSPENSES	94
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	90
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	90
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	90
A39 DRAFT OR WRITE POLICY LETTERS	90
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	89
B152 VISIT SUBORDINATES IN WORK AREAS	86
C166 COUNSEL STAFF MEMBERS ON THEIR PERFORMANCE	86
B139 CONDUCT STAFF MEETINGS	84
A87 PRIORITIZE SUSPENSES	84
B141 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY-RELATED PROBLEMS	84
A64 INTERPRET REGULATIONS OR POLICIES FOR SUBORDINATES OR SUBORDINATE UNITS	83
A102 REVIEW OR APPROVE GOALS AND MILESTONES	83
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	81
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	81
D224 PROVIDE CAREER ADVICE	81
A25 DEVELOP WORK METHODS OR PROCEDURES	80
A51 ESCORT DISTINGUISHED VISITORS	80
A110 REVIEW OR APPROVE POLICY LETTERS	79
A78 PERFORM TRAVEL	79
A50 ENTERTAIN VISITORS	79
A61 GREET VIPs	79
B156 WRITE OR ENDORSE RECOMMENDATIONS FOR AWARDS OR DECORATIONS	77
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	77
A45 DRAFT OR WRITE TRIP REPORTS	74

TABLE A11  
REPRESENTATIVE TASKS PERFORMED BY  
TRAINING DEVELOPMENT PLANNERS  
(GRP198)

TASKS	PERCENT MEMBERS PERFORMING (N=19)
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
B139 CONDUCT STAFF MEETINGS	100
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	100
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	100
B156 WRITE OR ENDORSE RECOMMENDATIONS FOR AWARDS OR DECORATIONS	100
B141 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY-RELATED PROBLEMS	100
A78 PERFORM TRAVEL	100
B152 VISIT SUBORDINATES IN WORK AREAS	95
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	95
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	95
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	95
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	95
A52 ESTABLISH GOALS OR MILESTONES	95
A86 PRESENT BRIEFINGS	95
A102 REVIEW OR APPROVE GOALS AND MILESTONES	95
A39 DRAFT OR WRITE POLICY LETTERS	95
A64 INTERPRET REGULATIONS OR POLICIES FOR SUBORDINATES OR SUBORDINATE UNITS	95
C166 COUNSEL STAFF MEMBERS ON THEIR PERFORMANCE	95
A83 PREPARE BRIEFINGS	95
A12 ASSIGN SUSPENSES	95
A21 DETERMINE BUDGETING PRIORITIES	95
D208 ADVISE SENIOR OFFICERS WITH RESPECT TO EDUCATION AND TRAINING ISSUES	89
A87 PRIORITIZE SUSPENSES	89
D224 PROVIDE CAREER ADVICE	89
C182 REVIEW OR APPROVE STAFF TO BE HIRED	89
B149 REVIEW OR EVALUATE BUDGET EXPENDITURES	89
C175 EVALUATE PROSPECTIVE STAFF MEMBERS	89
A115 REVIEW OR APPROVE REQUESTS FOR REPRESENTATIVES TO ATTEND CONFERENCES OR MEETINGS	89
L644 EVALUATE PURPOSE AND PHILOSOPHY OF EDUCATION OR TRAINING PROGRAMS	63
L618 ENSURE COMPLIANCE WITH SELF-INSPECTION GUIDELINES	58

TABLE A12  
 REPRESENTATIVE TASKS PERFORMED BY  
 PURE EDUCATION AND TRAINING STAFF OFFICERS  
 (GRP197)

TASKS	PERCENT MEMBERS PERFORMING (N=9)
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOP	100
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	100
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	100
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A78 PERFORM TRAVEL	100
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A83 PREPARE BRIEFINGS	100
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	100
A86 PRESENT BRIEFINGS	100
A70 MAKE ARRANGEMENTS FOR TEMPORARY DUTY (TDY)	100
A45 DRAFT OR WRITE TRIP REPORTS	100
A44 DRAFT OR WRITE STAFF STUDY REPORTS	100
A52 ESTABLISH GOALS OR MILESTONES	100
A110 REVIEW OR APPROVE POLICY LETTERS	100
A114 REVIEW OR APPROVE REPLIES TO EVALUATION OR INSPECTION REPORTS	100
A22 DEVELOP CHECKLISTS	100
A82 PREPARE AGENDAS	100
A129 SCHEDULE APPOINTMENTS	100
A25 DEVELOP WORK METHODS OR PROCEDURES	100
A113 REVIEW OR APPROVE RECURRING REPORTS OR INPUTS FOR RECURRING REPORTS	100
A6 ARRANGE FOR VIPs' VISIT	100
A115 REVIEW OR APPROVE REQUESTS FOR REPRESENTATIVES TO ATTEND CONFERENCES OR MEETINGS	100
A61 GREET VIPs	100
G376 EVALUATE OR APPROVE OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATION GOALS	78
G391 RECOMMEND CHANGES TO COURSE CONTENT	78
L659 PERFORM FIELD EVALUATION VISITS	56
G350 DEVELOP HANDOUTS	56

TABLE A13

REPRESENTATIVE TASKS PERFORMED BY  
PME SCHOOL OPERATIONS STAFF OFFICERS  
(GRP100)

TASKS	PERCENT MEMBERS PERFORMING (N=13)
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
A52 ESTABLISH GOALS OR MILESTONES	100
A12 ASSIGN SUSPENSES	100
A86 PRESENT BRIEFINGS	100
B152 VISIT SUBORDINATES IN WORK AREAS	92
B141 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY-RELATED PROBLEMS	92
C166 COUNSEL STAFF MEMBERS ON THEIR PERFORMANCE	92
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	92
A102 REVIEW OR APPROVE GOALS AND MILESTONES	92
K543 COUNSEL STUDENTS ON PERSONAL OR MILITARY-RELATED PROBLEMS	92
K541 COUNSEL STUDENTS ON ACADEMIC PROBLEMS	92
A51 ESCORT DISTINGUISHED VISITORS	92
A39 DRAFT OR WRITE POLICY LETTERS	85
B149 REVIEW OR EVALUATE BUDGET EXPENDITURES	85
D224 PROVIDE CAREER ADVICE	85
A87 PRIORITIZE SUSPENSES	85
J502 MAKE ON-THE-SPOT CORRECTIONS OF STUDENTS	85
A110 REVIEW OR APPROVE POLICY LETTERS	85
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	85
A83 PREPARE BRIEFINGS	85
A26 DIRECT PERSONNEL OR UNIT RECOGNITION PROGRAMS	85
B142 DEVELOP ORGANIZATIONAL CHARTS OR STRUCTURES	85
B139 CONDUCT STAFF MEETINGS	77
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	77
B156 WRITE OR ENDORSE RECOMMENDATIONS FOR AWARDS OR DECORATIONS	77
B146 REVIEW OR APPROVE TRAVEL REQUESTS	77
C182 REVIEW OR APPROVE STAFF TO BE HIRED	77
J495 EVALUATE STUDENTS' MILITARY BEHAVIOR	77

TABLE A14

REPRESENTATIVE TASKS PERFORMED BY  
INSPECTORS AND STANDARDIZATION  
(GRP130)

TASKS	PERCENT MEMBERS PERFORMING (N=5)
L589 ANALYZE INSPECTION OR STANDARDIZATION-EVALUATION REPORTS	100
D208 ADVISE SENIOR OFFICERS WITH RESPECT TO EDUCATION AND TRAINING ISSUES	100
L658 MONITOR FOLLOW-UP ACTIONS ON DEFICIENCIES REVEALED BY INSPECTIONS OR STAFF ASSISTANCE VISITS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	100
A64 INTERPRET REGULATIONS OR POLICIES FOR SUBORDINATES OR SUBORDINATE UNITS	100
L624 EVALUATE CURRICULUM	100
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	100
A83 PREPARE BRIEFINGS	100
A86 PRESENT BRIEFINGS	100
G376 EVALUATE OR APPROVE OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
L619 EVALUATE ADEQUACY OF EDUCATION OR TRAINING FACILITIES OR EQUIPMENT	100
G375 EVALUATE OR APPROVE LESSON PLANS OR MODIFICATIONS TO LESSON PLANS	100
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	100
A78 PERFORM TRAVEL	100
G378 EVALUATE OR APPROVE POIs, SYLLABI, OR CURRICULUM CATALOGS	100
B139 CONDUCT STAFF MEETINGS	100
A52 ESTABLISH GOALS OR MILESTONES	100
C160 ADVISE PROSPECTIVE STAFF MEMBERS ON JOB OPENINGS	100
A114 REVIEW OR APPROVE REPLIES TO EVALUATION OR INSPECTION REPORTS	80
L614 DEVELOP INSPECTION OR EVALUATION PROGRAMS	80
L679 SCHEDULE EVALUATIONS OR INSPECTIONS	80
L662 REPORT RESULTS OF INSPECTIONS OR STAFF ASSISTANCE VISITS	80
L618 ENSURE COMPLIANCE WITH SELF-INSPECTION GUIDELINES	80

TABLE A15  
REPRESENTATIVE TASKS PERFORMED BY  
SCHOOL ADMINISTRATORS  
(GRP277)

TASKS	PERCENT MEMBERS PERFORMING (N=7)
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
B152 VISIT SUBORDINATES IN WORK AREAS	100
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
B139 CONDUCT STAFF MEETINGS	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	100
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	100
C166 COUNSEL STAFF MEMBERS ON THEIR PERFORMANCE	100
A83 PREPARE BRIEFINGS	100
A61 GREET VIPs	100
A52 ESTABLISH GOALS OR MILESTONES	100
A110 REVIEW OR APPROVE POLICY LETTERS	100
A86 PRESENT BRIEFINGS	100
A102 REVIEW OR APPROVE GOALS OR MILESTONES	100
B141 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY-RELATED PROBLEMS	100
A98 REVIEW OR APPROVE BUDGETS, BUDGET ESTIMATES, OR BUDGET SUBMISSIONS	100
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	100
A105 REVIEW OR APPROVE JUSTIFICATIONS FOR MANPOWER AUTHORIZATION ADJUSTMENTS	100
C182 REVIEW OR APPROVE STAFF TO BE HIRED	100
A64 INTERPRET REGULATIONS OR POLICIES FOR SUBORDINATES OR SUBORDINATE UNITS	100
A115 REVIEW OR APPROVE REQUESTS FOR REPRESENTATIVES TO ATTEND CONFERENCES OR MEETINGS	100
A78 PERFORM TRAVEL	100
A51 ESCORT DISTINGUISHED VISITORS	100
A21 DETERMINE BUDGETING PRIORITIES	100
A12 ASSIGN SUSPENSES	100
B155 WRITE OR ENDORSE CIVILIAN PERFORMANCE APPRAISALS	100
L629 EVALUATE INSTRUCTION	86
L652 EVALUATE STUDENT ADMINISTRATION	71

TABLE A16  
REPRESENTATIVE TASKS PERFORMED BY  
FACULTY SUPPORT OFFICERS  
(GRP076)

TASKS	PERCENT MEMBERS PERFORMING (N=8)
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A86 PRESENT BRIEFINGS	100
A83 PREPARE BRIEFINGS	100
A51 ESCORT DISTINGUISHED VISITORS	100
J488 CONDUCT SEMINAR OR GUIDED DISCUSSION INSTRUCTION	100
J476 ATTEND STUDENT FUNCTIONS (MIXERS, PICNICS, ATHLETIC EVENTS, ETC.)	86
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	88
A15 COMPILE OR EVALUATE INFORMATION FOR STAFF STUDIES	88
A49 ENTERTAIN FACULTY AND SCHOOL STAFF	88
A61 GREET VIPs	88
A8 ARRANGE SOCIAL FUNCTIONS	88
I443 CONSTRUCT VISUAL AIDS	88
A93 REQUEST WORD PROCESSING SUPPORT	75
J494 EVALUATE STUDENTS' INTERPERSONAL RELATIONS	75
A50 ENTERTAIN VISITORS	75
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	75
A43 DRAFT OR WRITE SPEECHES	75
J511 PROVIDE STUDENTS WITH OPPORTUNITY FOR SOCIAL INTERACTION	75
A5 ARRANGE FOR GUEST SPEAKERS	75
J502 MAKE ON-THE-SPOT CORRECTIONS OF STUDENTS	75
A17 CONDUCT TOURS	75
K546 COUNSEL STUDENTS ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT	75
J503 OFFICIATE AT ATHLETIC EVENTS	63
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	63
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	63
C167 CRITIQUE STAFF MEMBERS ON DRY RUNS OF PRESENTATIONS	63
J495 EVALUATE STUDENTS' MILITARY BEHAVIOR	63
J477 BRIEF GUEST LECTURERS	63
K541 COUNSEL STUDENTS ON ACADEMIC PROBLEMS	63

TABLE A17  
REPRESENTATIVE TASKS PERFORMED BY  
ADMISSIONS OFFICERS  
(GRP047)

TASKS	PERCENT MEMBERS PERFORMING (N=9)
A86 PRESENT BRIEFINGS	100
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
E281 RESPOND TO INQUIRIES CONCERNING ENTRANCE REQUIREMENTS	100
A70 MAKE ARRANGEMENTS FOR TEMPORARY DUTY (TDY)	100
A89 REQUEST COMPUTER PRODUCTS	100
A104 REVIEW OR APPROVE INPUTS FOR RECURRING PUBLICATIONS, SUCH AS MAGAZINES, NEWSPAPERS, OR BULLETINS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	89
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	89
E240 ADVISE APPLICANTS ON WAYS TO BECOME MORE COMPETITIVE FOR SELECTION	89
E242 ADVISE PROSPECTIVE STUDENTS ON COURSE OFFERINGS	89
E275 RECRUIT APPLICANTS OR STUDENTS	89
K546 COUNSEL STUDENTS ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT	89
E244 ADVISE STUDENTS ON DEGREE PROGRAMS TO PURSUE	89
B152 VISIT SUBORDINATES IN WORK AREAS	89
A83 PREPARE BRIEFINGS	89
E278 RESPOND TO INQUIRIES CONCERNING APPLICATION PROCEDURES	89
B149 REVIEW OR EVALUATE BUDGET EXPENDITURES	89
A98 REVIEW OR APPROVE BUDGETS, BUDGET ESTIMATES, OR BUDGET SUBMISSIONS	89
A78 PERFORM TRAVEL	89
E283 RESPOND TO INQUIRIES CONCERNING THE STATUS OF PROSPECTIVE STUDENTS' APPLICATIONS	89
K542 COUNSEL STUDENTS ON CAREER PLANS AND GOALS	89
K543 COUNSEL STUDENTS ON PERSONAL OR MILITARY-RELATED PROBLEMS	89
I457 REQUEST PRINTING SUPPORT	89
E262 DEVELOP PROMOTIONAL ITEMS	89

TABLE A18  
REPRESENTATIVE TASKS PERFORMED BY  
FACULTY MEMBERS  
(GRP065)

TASKS	PERCENT MEMBERS PERFORMING (N=124)
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	95
G357 DEVELOP OR MODIFY LESSON PLANS	94
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	91
J472 ADMINISTER WRITTEN TESTS	90
J495 EVALUATE STUDENTS' MILITARY BEHAVIOR	87
G350 DEVELOP HANDOUTS	86
G365 DEVELOP WRITTEN TESTS OR INPUTS TO WRITTEN TESTS	85
K541 COUNSEL STUDENTS ON ACADEMIC PROBLEMS	85
G391 RECOMMEND STUDENT FUNCTIONS (MIXERS, PICNICS, ATHLETIC EVENTS, ETC.)	84
A86 PRESENT BRIEFINGS	84
G344 DEVELOP BLOCKS, PHASES, OR MODULES OF INSTRUCTION	83
G351 DEVELOP INSTRUCTIONAL AIDS	83
G354 DEVELOP OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	83
K545 COUNSEL STUDENTS ON STUDY HABITS OR TECHNIQUES	82
G343 DETERMINE METHOD OF PRESENTATION	81
J514 SCORE WRITTEN TESTS	81
J492 DOCUMENT STUDENTS' PROGRESS	80
K543 COUNSEL STUDENTS ON PERSONAL OR MILITARY-RELATED PROBLEMS	80
J496 EVALUATE STUDENTS ON PERFORMANCE TESTS OR MEASUREMENTS	79
D201 ADVISE INSTRUCTORS	79
J502 MAKE ON-THE-SPOT CORRECTIONS OF STUDENTS	78
A83 PREPARE BRIEFINGS	77
J504 OPERATE AUDIOVISUAL EQUIPMENT OR MEDIA	77
J516 UPDATE STUDENTS ON INSTRUCTION MISSED DUE TO ABSENCE	77
J485 CONDUCT LECTURE INSTRUCTION	76
K542 COUNSEL STUDENTS ON CAREER PLANS AND GOALS	75
K546 COUNSEL STUDENTS ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT	75

TABLE A19  
REPRESENTATIVE TASKS PERFORMED BY  
JUNIOR USAFA INSTRUCTORS  
(GRP182)

TASKS	PERCENT MEMBERS PERFORMING (N=34)
G357 DEVELOP OR MODIFY LESSON PLANS	100
G365 DEVELOP WRITTEN TESTS OR INPUTS TO WRITTEN TESTS	97
G350 DEVELOP HANDOUTS	97
J472 ADMINISTER WRITTEN TESTS	97
K541 COUNSEL STUDENTS ON ACADEMIC PROBLEMS	97
J514 SCORE WRITTEN TESTS	94
K545 COUNSEL STUDENTS ON STUDY HABITS OR TECHNIQUES	94
J476 ATTEND STUDENT FUNCTIONS (MIXERS, PICNICS, ATHLETIC EVENTS, ETC.)	94
M810 TAKE CLASS ATTENDANCE	94
J495 EVALUATE STUDENTS' MILITARY BEHAVIOR	94
G351 DEVELOP INSTRUCTIONAL AIDS	91
J492 DOCUMENT STUDENTS' PROGRESS	91
K542 COUNSEL STUDENTS ON CAREER PLANS AND GOALS	91
G343 DETERMINE METHOD OF PRESENTATION	88
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	88
K543 COUNSEL STUDENTS ON PERSONAL OR MILITARY-RELATED PROBLEMS	88
M702 CALCULATE COURSE GRADES	85
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	85
J498 EVALUATE STUDENTS' SUITABILITY FOR COMMISSIONING	85
G344 DEVELOP BLOCKS, PHASES, OR MODULES OF INSTRUCTION	82
J516 UPDATE STUDENTS ON INSTRUCTION MISSED DUE TO ABSENCE	82
J485 CONDUCT LECTURE INSTRUCTION	79
G360 DEVELOP PERFORMANCE TESTS OR MEASUREMENTS	79
G354 DEVELOP OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	79
K546 COUNSEL STUDENTS ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT	79
I457 REQUEST PRINTING SUPPORT	79
G391 RECOMMEND CHANGES TO COURSE CONTENT	79
K549 DOCUMENT COUNSELING SESSIONS WITH STUDENTS	79
J496 EVALUATE STUDENTS ON PERFORMANCE TESTS OR MEASUREMENTS	76

TABLE A20  
REPRESENTATIVE TASKS PERFORMED BY  
SENIOR USAFA INSTRUCTORS  
(GRP177)

TASKS	PERCENT MEMBERS PERFORMING (N=9)
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
B152 VISIT SUBORDINATES IN WORK AREAS	100
K541 COUNSEL STUDENTS ON ACADEMIC PROBLEMS	100
B158 WRITE OR INDORSE OFFICER PERFORMANCE REPORTS	100
D211 CONDUCT SECONDARY RESEARCH, SUCH AS LITERATURE REVIEWS	100
A78 PERFORM TRAVEL	100
J514 SCORE WRITTEN TESTS	89
J497 EVALUATE STUDENTS' RESEARCH PROJECTS	89
A16 CONDUCT CONFERENCES OR WORKSHOPS	89
D197 ACT AS CONSULTANT IN ACADEMIC SUBJECT AREA	89
J472 ADMINISTER WRITTEN TESTS	89
G396 SURVEY AVAILABLE TEXTBOOKS	89
J498 EVALUATE STUDENTS' SUITABILITY FOR COMMISSIONING	89
J516 UPDATE STUDENTS ON INSTRUCTION MISSED DUE TO ABSENCE	89
K542 COUNSEL STUDENTS ON CAREER PLANS AND GOALS	89
M702 CALCULATE COURSE GRADES	89
C166 COUNSEL STAFF MEMBERS ON THEIR PERFORMANCE	89
K543 COUNSEL STUDENTS ON PERSONAL OR MILITARY-RELATED PROBLEMS	89
K546 COUNSEL STUDENTS ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT	89
J495 EVALUATE STUDENTS' MILITARY BEHAVIOR	89
A83 PREPARE BRIEFINGS	89
M810 TAKE CLASS ATTENDANCE	89
A86 PRESENT BRIEFINGS	89
J485 CONDUCT LECTURE INSTRUCTION	78
J490 CONDUCT TUTORING INSTRUCTION	78
G344 DEVELOP BLOCKS, PHASES, OR MODULES OF INSTRUCTION	78
G365 DEVELOP WRITTEN TESTS OR INPUTS TO WRITTEN TESTS	78
L629 EVALUATE INSTRUCTION	78
A25 DEVELOP WORK METHODS OR PROCEDURES	78

TABLE A21

REPRESENTATIVE TASKS PERFORMED BY  
USAF INSTRUCTORS WITH STANDARDIZATION-EVALUATION OR  
PERSONNEL ADDITIONAL DUTY  
(GRP280)

TASKS	PERCENT MEMBERS PERFORMING (N=30)
G350 DEVELOP HANDOUTS	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
D201 ADVISE INSTRUCTORS	100
J495 EVALUATE STUDENTS' MILITARY BEHAVIOR	100
G357 DEVELOP OR MODIFY LESSON PLANS	97
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	97
G344 DEVELOP BLOCKS, PHASES, OR MODULES OF INSTRUCTION	97
G351 DEVELOP INSTRUCTIONAL AIDS	97
G391 RECOMMEND CHANGES TO COURSE CONTENT	97
A86 PRESENT BRIEFINGS	97
G365 DEVELOP WRITTEN TESTS OR INPUTS TO WRITTEN TESTS	93
J496 EVALUATE STUDENTS ON PERFORMANCE TESTS OR MEASUREMENTS	93
J514 SCORE WRITTEN TESTS	93
J498 EVALUATE STUDENTS' SUITABILITY FOR COMMISSIONING	93
B152 VISIT SUBORDINATES IN WORK AREAS	93
J472 ADMINISTER WRITTEN TESTS	93
L629 EVALUATE INSTRUCTION	93
K541 COUNSEL STUDENTS ON ACADEMIC PROBLEMS	93
G358 DEVELOP OR MODIFY STUDENT COURSEBOOKS OR WORKBOOKS	93
G343 DETERMINE METHOD OF PRESENTATION	93
G371 EVALUATE OR APPROVE HANDOUTS	93
G393 SELECT TEXTBOOKS OR PUBLICATIONS TO BE USED	93
K543 COUNSEL STUDENTS ON PERSONAL OR MILITARY-RELATED PROBLEMS	93
J504 OPERATE AUDIOVISUAL EQUIPMENT OR MEDIA	93
J476 ATTEND STUDENT FUNCTIONS (MIXERS, PICNICS, ATHLETIC EVENTS, ETC.)	93
J492 DOCUMENT STUDENTS' PROGRESS	90
G394 STANDARDIZE COURSE INSTRUCTION	90
G375 EVALUATE OR APPROVE LESSON PLANS OR MODIFICATIONS TO LESSON PLANS	90

TABLE A22

REPRESENTATIVE TASKS PERFORMED BY  
 USAFA INSTRUCTORS WITH COMPUTER OR  
 EQUIPMENT CUSTODIAN ADDITIONAL DUTY  
 (GRP300)

TASKS	PERCENT MEMBERS PERFORMING (N=6)
G357 DEVELOP OR MODIFY LESSON PLANS	100
G344 DEVELOP BLOCKS, PHASES, OR MODULES OF INSTRUCTION	100
G365 DEVELOP WRITTEN TESTS OR INPUTS TO WRITTEN TESTS	100
G343 DETERMINE METHOD OF PRESENTATION	100
G351 DEVELOP INSTRUCTIONAL AIDS	100
J514 SCORE WRITTEN TESTS	100
J496 EVALUATE STUDENTS ON PERFORMANCE TESTS OR MEASUREMENTS	100
A73 OPERATE COMPUTER EQUIPMENT	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
G360 DEVELOP PERFORMANCE TESTS OR MEASUREMENTS	100
G350 DEVELOP HANDOUTS	100
J472 ADMINISTER WRITTEN TESTS	100
G354 DEVELOP OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	100
G397 SURVEY AVAILABLE TRAINING EQUIPMENT	100
K546 COUNSEL STUDENTS ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT	100
K541 COUNSEL STUDENTS ON ACADEMIC PROBLEMS	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
I443 CONSTRUCT VISUAL AIDS	100
K521 ADVISE STUDENTS ON COURSE SELECTION	100
J516 UPDATE STUDENTS ON INSTRUCTION MISSED DUE TO ABSENCE	100
J495 EVALUATE STUDENTS' MILITARY BEHAVIOR	100
M711 COMPILE STATISTICS ON GRADES	100
K542 COUNSEL STUDENTS ON CAREER PLANS AND GOALS	100
A21 DETERMINE BUDGETING PRIORITIES	100
K523 ADVISE STUDENTS ON SELECTION OF ACADEMIC MAJOR	100
J492 DOCUMENT STUDENTS' PROGRESS	100
A83 PREPARE BRIEFINGS	100
A78 PERFORM TRAVEL	100
K543 COUNSEL STUDENTS ON PERSONAL OR MILITARY-RELATED PROBLEMS	100

TABLE A23

REPRESENTATIVE TASKS PERFORMED BY  
 USAFA DEPARTMENT HEADS  
 (GRP271)

TASKS	PERCENT MEMBERS PERFORMING (N=8)
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
B158 WRITE OR INDORSE OFFICER PERFORMANCE REPORTS	100
B152 VISIT SUBORDINATES IN WORK AREAS	100
A52 ESTABLISH GOALS OR MILESTONES	100
A86 PRESENT BRIEFINGS	100
A83 PREPARE BRIEFINGS	100
C167 CRITIQUE STAFF MEMBERS ON DRY RUNS OF PRESENTATIONS	100
B156 WRITE OR ENDORSE RECOMMENDATIONS FOR AWARDS OR DECORATIONS	100
A45 DRAFT OR WRITE TRIP REPORTS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	88
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	88
D201 ADVISE INSTRUCTORS	88
C170 EVALUATE HIRING OR DEVELOPMENT OF FACULTY	88
C173 EVALUATE INSTRUCTORS ON INSTRUCTIONAL METHODS AND TECHNIQUES	88
K541 COUNSEL STUDENTS ON ACADEMIC PROBLEMS	88
D225 REPORT RESULTS OF RESEARCH	88
B139 CONDUCT STAFF MEETINGS	88
G349 DEVELOP GUIDANCE ON TEACHING TECHNIQUES, PROCEDURES, OR METHODS	88
B141 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY-RELATED PROBLEMS	88
L624 EVALUATE CURRICULUM	88
G366 DRAFT OR WRITE PROFESSIONAL ARTICLES	88
J472 ADMINISTER WRITTEN TESTS	88
L627 EVALUATE GRADING STANDARDS	88
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	88
B146 REVIEW OR APPROVE TRAVEL REQUESTS	88
J497 EVALUATE STUDENTS' RESEARCH PROJECTS	88
G396 SURVEY AVAILABLE TEXTBOOKS	88
G393 SELECT TEXTBOOKS OR PUBLICATIONS TO BE USED	88
G357 DEVELOP OR MODIFY LESSON PLANS	75

TABLE A24  
REPRESENTATIVE TASKS PERFORMED BY  
EDC INSTRUCTORS  
(GRP098)

TASKS	PERCENT MEMBERS PERFORMING (N=6)
J485 CONDUCT LECTURE INSTRUCTION	100
J492 DOCUMENT STUDENTS' PROGRESS	100
J472 ADMINISTER WRITTEN TESTS	100
J471 ADMINISTER PERFORMANCE TESTS OR MEASUREMENTS	100
J502 MAKE ON-THE-SPOT CORRECTIONS OF STUDENTS	100
J504 OPERATE AUDIOVISUAL EQUIPMENT OR MEDIA	100
J484 CONDUCT DEMONSTRATION-PERFORMANCE INSTRUCTION	100
G354 DEVELOP OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
G357 DEVELOP OR MODIFY LESSON PLANS	100
J488 CONDUCT SEMINAR OR GUIDED DISCUSSION INSTRUCTION	83
J514 SCORE WRITTEN TESTS	83
J496 EVALUATE STUDENTS ON PERFORMANCE TESTS OR MEASUREMENTS	83
J501 MAINTAIN STUDENT RECORD OF TRAINING (E.G., ATC FORM 153)	83
G350 DEVELOP HANDOUTS	83
G343 DETERMINE METHOD OF PRESENTATION	83
I443 CONSTRUCT VISUAL AIDS	83
A16 CONDUCT CONFERENCES OR WORKSHOPS	83
G355 DEVELOP OR DRAFT INPUTS TO CURRICULUM PLANS	83
L629 EVALUATE INSTRUCTION	67
M751 POST GRADES	67
I450 PICK-UP INSTRUCTIONAL MATERIALS OR DEVICES	67
I453 PREPARE FACILITIES FOR INSTRUCTION	67
J511 PROVIDE STUDENTS WITH OPPORTUNITY FOR SOCIAL INTERACTION	67
J481 CONDUCT CASE STUDY OR SIMULATED SITUATION INSTRUCTION	67
J500 INTERPRET SCHOOL REGULATIONS FOR STUDENTS	67
G365 DEVELOP WRITTEN TESTS OR INPUTS TO WRITTEN TESTS	67
C173 EVALUATE INSTRUCTORS ON INSTRUCTIONAL METHODS AND TECHNIQUES	67

TABLE A25  
REPRESENTATIVE TASKS PERFORMED BY  
CHIEFS OF TRAINING  
(GRP214)

TASKS	PERCENT MEMBERS PERFORMING (N=5)
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
L624 EVALUATE CURRICULUM	100
G376 EVALUATE OR APPROVE OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	100
L629 EVALUATE INSTRUCTION	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
G375 EVALUATE OR APPROVE LESSON PLANS OR MODIFICATIONS TO LESSON PLANS	100
L597 ANALYZE OR REVIEW RESULTS OF STUDENT CRITIQUES, SUCH AS END-OF-COURSE OR END-OF-LECTURE CRITIQUES	100
G367 EVALUATE OR APPROVE BLOCKS, MODULES, OR PHASES OF INSTRUCTION	100
D223 PROMOTE USE OF INSTRUCTIONAL MATERIALS OR METHODS	100
G354 DEVELOP OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	100
C173 EVALUATE INSTRUCTORS ON INSTRUCTIONAL METHODS AND TECHNIQUES	100
D201 ADVISE INSTRUCTORS	100
L591 ANALYZE LOG OF STUDENT CRITIQUES, SUCH AS END-OF-COURSE OR END-OF-LECTURE CRITIQUES	100
C194 TRAIN INSTRUCTORS IN METHODS AND TECHNIQUES	100
G382 EVALUATE OR APPROVE STUDENT COURSEBOOKS OR WORKBOOKS	100
G391 RECOMMEND CHANGES TO COURSE CONTENT	100
L604 COMPARE RESULTS OF CRITIQUES AMONG COURSES OR SECTIONS	100
M771 RESPOND TO INQUIRIES CONCERNING COURSE CONTENT	100
M764 RESOLVE COURSE SCHEDULING CONFLICTS	100
C163 CERTIFY INSTRUCTORS	100
L680 SURVEY INSTRUCTORS' OPINIONS ON CURRICULUM	100
M682 ADJUST CURRICULUM TO RESOLVE LOGISTICAL OR SCHEDULING PROBLEMS	100
L618 ENSURE COMPLIANCE WITH SELF-INSPECTION GUIDELINES	100
B141 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY-RELATED PROBLEMS	100
G349 DEVELOP GUIDANCE ON TEACHING TECHNIQUES, PROCEDURES, OR METHODS	100

TABLE A26  
REPRESENTATIVE TASKS PERFORMED BY  
SOS CURRICULUM DEVELOPERS  
(GRP157)

TASKS	PERCENT MEMBERS PERFORMING (N=15)
G354 DEVELOP OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	100
A86 PRESENT BRIEFINGS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	93
G344 DEVELOP BLOCKS, PHASES, OR MODULES OF INSTRUCTION	93
G357 DEVELOP OR MODIFY LESSON PLANS	93
A83 PREPARE BRIEFINGS	93
G351 DEVELOP INSTRUCTIONAL AIDS	93
G391 RECOMMEND CHANGES TO COURSE CONTENT	93
A50 ENTERTAIN VISITORS	93
A5 ARRANGE FOR GUEST SPEAKERS	93
D201 ADVISE INSTRUCTORS	93
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	93
G371 EVALUATE OR APPROVE HANDOUTS	93
A8 ARRANGE SOCIAL FUNCTIONS	93
G376 EVALUATE OR APPROVE OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	87
G358 DEVELOP OR MODIFY STUDENT COURSEBOOKS OR WORKBOOKS	87
G355 DEVELOP OR DRAFT INPUTS TO CURRICULUM PLANS	87
A51 ESCORT DISTINGUISHED VISITORS	87
A49 ENTERTAIN FACULTY AND SCHOOL STAFF	87
G392 RECOMMEND CHANGES TO INSTRUCTIONAL AIDS	87
J477 BRIEF GUEST LECTURERS	87
A61 GREET VIPs	87
A6 ARRANGE FOR VIPs' VISIT	87
G343 DETERMINE METHOD OF PRESENTATION	87
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	87
J476 ATTEND STUDENT FUNCTIONS (MIXERS, PICNICS, ATHLETIC EVENTS, ETC.)	80
J494 EVALUATE STUDENTS' INTERPERSONAL RELATIONS	80
G350 DEVELOP HANDOUTS	80

TABLE A27  
REPRESENTATIVE TASKS PERFORMED BY  
CURRICULUM DEVELOPERS  
(GRP060)

TASKS	PERCENT MEMBERS PERFORMING (N=27)
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	93
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	89
G357 DEVELOP OR MODIFY LESSON PLANS	85
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	85
A83 PREPARE BRIEFINGS	85
A22 DEVELOP CHECKLISTS	85
G354 DEVELOP OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	81
G376 EVALUATE OR APPROVE OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	81
G375 EVALUATE OR APPROVE LESSON PLANS OR MODIFICATIONS TO LESSON PLANS	81
A52 ESTABLISH GOALS OR MILESTONES	81
A45 DRAFT OR WRITE TRIP REPORTS	81
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	81
G358 DEVELOP OR MODIFY STUDENT COURSEBOOKS OR WORKBOOKS	78
A25 DEVELOP WORK METHODS OR PROCEDURES	78
A12 ASSIGN SUSPENSES	78
A70 MAKE ARRANGEMENTS FOR TEMPORARY DUTY (TDY)	78
G367 EVALUATE OR APPROVE BLOCKS, MODULES, OR PHASES OF INSTRUCTION	74
G394 STANDARDIZE COURSE INSTRUCTION	74
D198 ACT AS EDUCATION OR TRAINING CONSULTANT	74
G391 RECOMMEND CHANGES TO COURSE CONTENT	74
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	74
G343 DETERMINE METHOD OF PRESENTATION	74
G373 EVALUATE OR APPROVE INSTRUCTOR OR TRAINER HANDBOOKS OR MANUALS	70
G344 DEVELOP BLOCKS, PHASES, OR MODULES OF INSTRUCTION	67
G356 DEVELOP OR DRAFT INPUTS TO TRAINING PLANS	67
G392 RECOMMEND CHANGES TO INSTRUCTIONAL AIDS	67

TABLE A28

REPRESENTATIVE TASKS PERFORMED BY  
OPERATIONAL CURRICULUM DEVELOPERS  
(GRP166)

TASKS	PERCENT MEMBERS PERFORMING (N=12)
G376 EVALUATE OR APPROVE OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	100
G375 EVALUATE OR APPROVE LESSON PLANS OR MODIFICATIONS TO LESSON PLANS	100
G391 RECOMMEND CHANGES TO COURSE CONTENT	100
A39 DRAFT OR WRITE POLICY LETTERS	100
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	100
G367 EVALUATE OR APPROVE BLOCKS, MODULES, OR PHASES OF INSTRUCTION	92
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	92
D198 ACT AS EDUCATION OR TRAINING CONSULTANT	92
A87 PRIORITIZE SUSPENSES	92
A102 REVIEW OR APPROVE GOALS AND MILESTONES	92
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	92
G356 DEVELOP OR DRAFT INPUTS TO TRAINING PLANS	92
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	92
A52 ESTABLISH GOALS OR MILESTONES	92
A25 DEVELOP WORK METHODS OR PROCEDURES	92
A83 PREPARE BRIEFINGS	92
A22 DEVELOP CHECKLISTS	92
D200 ADVISE INSTRUCTIONAL SYSTEMS DEVELOPERS	83
G355 DEVELOP OR DRAFT INPUTS TO CURRICULUM PLANS	83
G354 DEVELOP OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	83
G378 EVALUATE OR APPROVE POIs, SYLLABI, OR CURRICULUM CATALOGS	83
G373 EVALUATE OR APPROVE INSTRUCTOR OR TRAINER HANDBOOKS OR MANUALS	83
G394 STANDARDIZE COURSE INSTRUCTION	83
G386 EVALUATE OR APPROVE TRAINING PLANS	83
A93 REQUEST WORD PROCESSING SUPPORT	83
G370 EVALUATE OR APPROVE CURRICULUM PLANS	83
G357 DEVELOP OR MODIFY LESSON PLANS	83
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	83
G358 DEVELOP OR MODIFY STUDENT COURSEBOOKS OR WORKBOOKS	83

TABLE A29  
REPRESENTATIVE TASKS PERFORMED BY  
ROTC CURRICULUM DEVELOPERS  
(GRP210)

TASKS	PERCENT MEMBERS PERFORMING (N=5)
A93 REQUEST WORD PROCESSING SUPPORT	100
D201 ADVISE INSTRUCTORS	100
G359 DEVELOP OR MODIFY TEXTBOOKS	100
G394 STANDARDIZE COURSE INSTRUCTION	100
G354 DEVELOP OBJECTIVES, SAMPLES OF BEHAVIOR, OR EDUCATIONAL GOALS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
G393 SELECT TEXTBOOKS OR PUBLICATIONS TO BE USED	100
G396 SURVEY AVAILABLE TEXTBOOKS	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	100
A33 DRAFT OR WRITE INPUTS FOR RECURRING PUBLICATIONS, SUCH AS MAGAZINES, NEWSPAPERS, OR BULLETINS	100
A16 CONDUCT CONFERENCES OR WORKSHOPS	100
A22 DEVELOP CHECKLISTS	100
A67 ISSUE BOOKS OR DOCUMENTS	100
A12 ASSIGN SUSPENSES	100
D217 OBTAIN COPYRIGHT RELEASES	100
A70 MAKE ARRANGEMENTS FOR TEMPORARY DUTY (TDY)	100
A45 DRAFT OR WRITE TRIP REPORTS	100
G358 DEVELOP OR MODIFY STUDENT COURSEBOOKS OR WORKBOOKS	80
G357 DEVELOP OR MODIFY LESSON PLANS	80
A52 ESTABLISH GOALS OR MILESTONES	80
L624 EVALUATE CURRICULUM	80
G352 DEVELOP INSTRUCTOR OR TRAINER HANDBOOKS OR MANUALS	80
G391 RECOMMEND CHANGES TO COURSE CONTENT	80
G355 DEVELOP OR DRAFT INPUTS TO CURRICULUM PLANS	80
G373 EVALUATE OR APPROVE INSTRUCTOR OR TRAINER HANDBOOKS OR MANUALS	80
A26 DIRECT PERSONNEL OR UNIT RECOGNITION PROGRAMS	80
G353 DEVELOP INSTRUCTOR REFERENCE LISTS	80

TABLE A30  
REPRESENTATIVE TASKS PERFORMED BY  
DEPENDENT SCHOOL OFFICERS  
(GRP195)

TASKS	PERCENT MEMBERS PERFORMING (N=5)
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A21 DETERMINE BUDGETING PRIORITIES	100
A24 DEVELOP OR DRAFT BUDGETS, BUDGET ESTIMATES, OR BUDGET SUBMISSIONS	100
L658 MONITOR FOLLOW-UP ACTIONS ON DEFICIENCIES REVEALED BY INSPECTIONS OR STAFF ASSISTANCE VISITS	100
M719 DEVELOP BUS RULES FOR DEPENDENT SCHOOL STUDENTS	100
A98 REVIEW OR APPROVE BUDGETS, BUDGET ESTIMATES, OR BUDGET SUBMISSIONS	100
M734 INFORM PARENTS OF LOCATIONS OF DEPENDENT SCHOOL BUS STOPS	100
A49 ENTERTAIN FACULTY AND SCHOOL STAFF	100
M733 INFORM HOUSING REFERRAL OFFICE (HRO) OF DEPENDENT SCHOOL BUS BOUNDARIES	100
A92 REQUEST VEHICLES	100
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	100
M731 ESTABLISH SECURITY SYSTEM FOR DEPENDENT SCHOOL STUDENTS' BUS	100
A42 DRAFT OR WRITE REPLIES TO EVALUATION OR INSPECTION REPORTS, SUCH AS OPER READ INSP (ORI) OR MGMT EFFECT INSP (MEI)	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	80
A59 EVALUATE PRODUCTS OF CONTRACTED AGENCIES	80
M779 REVIEW MINUTES OF DEPENDENT SCHOOL ADVISORY COMMITTEE MEETINGS	80
A134 TYPE CORRESPONDENCE, FORMS, OR REPORTS	80
M809 SUSPEND DEPENDENT SCHOOL STUDENTS' BUS-RIDING PRIVILEGES	80
A58 EVALUATE CONTRACTS	80
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	80
I445 FORECAST REQUIRED MAINTENANCE SUPPORT	80
M737 ISSUE DEPENDENT SCHOOL BUS PASSES	80
A55 EVALUATE COMPLIANCE WITH SAFETY STANDARDS	80
A39 DRAFT OR WRITE POLICY LETTERS	80
M803 SOLICIT AND SELECT BUS MONITORS FOR DEPENDENT SCHOOLS	80
I469 REVIEW OR APPROVE REQUESTS FOR PRINTING SUPPORT	80
A87 PRIORITIZE SUSPENSES	80
A52 ESTABLISH GOALS OR MILESTONES	80
A53 ESTABLISH OR REVISE FILE MAINTENANCE OR DISPOSITION PLANS	80
M686 ANALYZE OR REVIEW BUDGETING STATISTICS FOR DEPENDENT SCHOOLS	60

TABLE A31

REPRESENTATIVE TASKS PERFORMED BY  
PLANS AND PROGRAMS STAFF OFFICERS  
(GRP043)

TASKS	PERCENT MEMBERS PERFORMING (N=22)
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	95
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	95
A83 PREPARE BRIEFINGS	91
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	86
A86 PRESENT BRIEFINGS	86
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	77
A78 PERFORM TRAVEL	73
A12 ASSIGN SUSPENSES	64
A6 ARRANGE FOR VIPs' VISIT	59
A87 PRIORITIZE SUSPENSES	55
A45 DRAFT OR WRITE TRIP REPORTS	55
A52 ESTABLISH GOALS OR MILESTONES	50
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	50
A39 DRAFT OR WRITE POLICY LETTERS	50
A22 DEVELOP CHECKLISTS	45
A25 DEVELOP WORK METHODS OR PROCEDURES	45
A70 MAKE ARRANGEMENTS FOR TEMPORARY DUTY (TDY)	45
A93 REQUEST WORD PROCESSING SUPPORT	45
A129 SCHEDULE APPOINTMENTS	45
A51 ESCORT DISTINGUISHED VISITORS	45
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	41
A8 ARRANGE SOCIAL FUNCTIONS	41
A7 ARRANGE RECEPTIONS	41
A81 POST CHANGES TO DIRECTIVES, SUCH AS OI, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR PAMPHLETS	41
A82 PREPARE AGENDAS	41
A2 ACTIVATE OPERATIONS OR CONTINGENCY PLANS	36
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	36

TABLE A32

REPRESENTATIVE TASKS PERFORMED BY  
PURE PLANS AND PROGRAMS STAFF OFFICERS  
(GRP052)

TASKS	PERCENT MEMBERS PERFORMING (N=6)
A52 ESTABLISH GOALS OR MILESTONES	100
A22 DEVELOP CHECKLISTS	100
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	83
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	83
A12 ASSIGN SUSPENSES	83
A2 ACTIVATE OPERATIONS OR CONTINGENCY PLANS	67
A80 PLAN CONTINGENCY EXERCISES	67
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	67
A86 PRESENT BRIEFINGS	67
A83 PREPARE BRIEFINGS	67
A114 REVIEW OR APPROVE REPLIES TO EVALUATION OR INSPECTION REPORTS	67
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	67
A25 DEVELOP WORK METHODS OR PROCEDURES	67
A28 DRAFT OR WRITE CONTINGENCY OR OPERATIONS PLANS	50
A44 DRAFT OR WRITE STAFF STUDY REPORTS	50
A15 COMPILE OR EVALUATE INFORMATION FOR STAFF STUDIES	50
A4 ANALYZE OR REVIEW COMPUTER ERROR LISTINGS	50
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	50
A78 PERFORM TRAVEL	50
A81 POST CHANGES TO DIRECTIVES, SUCH AS OI, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR PAMPHLETS	50
A6 ARRANGE FOR VIPs' VISIT	50
A51 ESCORT DISTINGUISHED VISITORS	50
A87 PRIORITIZE SUSPENSES	33
A107 REVIEW OR APPROVE OPERATIONS OR CONTINGENCY PLANS	33
A75 PARTICIPATE IN CONTINGENCY EXERCISES	33
B142 DEVELOP ORGANIZATIONAL CHARTS OR STRUCTURES	33

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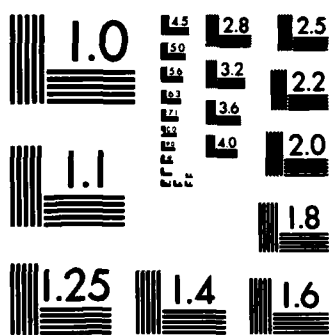
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MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

TABLE A33

REPRESENTATIVE TASKS PERFORMED BY  
 PROTOCOL PLANS AND PROGRAMS STAFF OFFICERS  
 (GRPO53)

TASKS	PERCENT MEMBERS PERFORMING (N=16)
A46 DRAFT OR WRITE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	100
A13 ATTEND MEETINGS, CONFERENCES, OR WORKSHOPS	100
A83 PREPARE BRIEFINGS	100
A18 COORDINATE WITH HIGHER HEADQUARTERS ON POLICIES, PROCEDURES, OR PUBLICATIONS	94
A86 PRESENT BRIEFINGS	94
A40 DRAFT OR WRITE POSITION, TALKING, OR BACKGROUND PAPERS	81
A78 PERFORM TRAVEL	81
A45 DRAFT OR WRITE TRIP REPORTS	75
A87 PRIORITIZE SUSPENSES	63
A70 MAKE ARRANGEMENTS FOR TEMPORARY DUTY (TDY)	63
A129 SCHEDULE APPOINTMENTS	63
A6 ARRANGE FOR VIPs' VISIT	63
A8 ARRANGE SOCIAL FUNCTIONS	56
A12 ASSIGN SUSPENSES	56
A39 DRAFT OR WRITE POLICY LETTERS	56
A30 DRAFT OR WRITE DIRECTIVES, SUCH AS OPERATING INSTRUCTIONS (OI), REGULATIONS, SUPPLEMENTS TO REGS, OR PAMPHLETS	50
A126 REVIEW OR APPROVE WRITTEN CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	50
A93 REQUEST WORD PROCESSING SUPPORT	50
A82 PREPARE AGENDAS	50
A92 REQUEST VEHICLES	50
A99 REVIEW OR APPROVE CORRESPONDENCE, SUCH AS LETTERS, MEMOS, OR NOTES	44
A101 REVIEW OR APPROVE DIRECTIVES, SUCH AS OIs, REGULATIONS, SUPPLEMENTS TO REGULATIONS, OR CHECKLISTS	44
A7 ARRANGE RECEPTIONS	44
A111 REVIEW OR APPROVE POSITION, TALKING, OR BACKGROUND PAPERS	44
A89 REQUEST COMPUTER PRODUCTS	44
A51 ESCORT DISTINGUISHED VISITORS	44
A91 REQUEST USE OF FACILITIES	44

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